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ABSTRACT

This report, compiled by the settlement facilitator, documents progress for year six of the 7-year Bronson Agreement. The agreement was entered into to settle the litigation entitled Mona Bronson, et al. vs. Board of Education of the City of Cincinnati. Its major goals were the following: (1) continuing to reduce racial isolation of students in the Cincinnati Public Schools by providing educationally sound and integrated programs; (2) expanding and establishing new alternative schools and programs and informing students of their availability; (3) maintaining an open enrollment policy to improve racial balance; (4) maintaining staff racial balance; (5) using unbiased tests and policies; (6) making improvements in low-achieving schools; (7) facilitating participation in extracurricular activities; and (8) establishing a community-wide task force to elicit support for the agreement. The facilitator notes improvements that took place during the sixth year, including funneling new resources into the low-achieving schools and more involvement of plaintiffs in finding solutions to problems. He notes, however, the elimination of preschool from three low-achieving schools, a decision in conflict with the agreement, and the disappointing achievement gains of low-achieving schools in general, despite huge financial investments. Conscientious planning and administrative decision making committed to the spirit of the agreement are needed to prevent gains from being eroded. The report suggests that the parties involved consider which issues must continue to be monitored and provides recommendations. Nine appendixes containing supporting materials and statistics are included. (CJS)

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BRONSON SETTLEMENT
1989-90

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THE BRONSON SETTLEMENT REVIEW

YEAR SIX 1989-90

Report of the Facilitator

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November, 1990

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BRONSON SETTLEMENT

1989-90

INTRODUCTION

Year six of the Bronson Settlement brought with it some significant district procedure and program changes which are viewed by the Facilitator as definite improvements over the way business had been conducted in the past. The key underlying factor appears to have been a top-level district decision to cooperate more with the plaintiffs and involve them more in the solutions to the many Bronson related problems that had surfaced over the first five years.

Some examples of these changes would include the establishment of regularly scheduled meetings between counsel for district and plaintiffs; the publication of thorough district evaluation reports which touch almost all of the sensitive areas of concern voiced in previous years; a new attempt to improve the "Low Achieving Schools" (LAS) by funneling enormous resources into them; and making some simple, but long overdue, decisions like providing help for the transportation dilemma of alternative students who participate in extra-curricular activities.

However pleasant it is to report the improvements, it is equally disturbing to note that serious oversights and/or errors in judgment also occurred last year in these same areas. Some of these mistakes remained nearly unnoticed by the top-level administrators because of the apparent awkwardness of the reporting and decision making process in the district. For example, because of overcrowding, three principals of Low Achieving Schools eliminated preschool from their school programs. Although the situation was recognized as being a critical program change by mid-level administrators, it took months before top-level administrators interpreted it in terms of its conflict with the terms of the Bronson Agreement. Similarly, the special extra-curricular transportation improvements were eliminated for a period of time last summer until someone with a better understanding of the Settlement ordered that they be reinstated.

If there is one overall theme to this 1989-90 Report of the Facilitator, it is that the district is still reluctant to recognize the difference between the "Letter" and the "Spirit" of the Settlement Agreement. It shows itself in virtually every aspect of the Bronson efforts. For example, the administration, apparently remembering its "Letter" obligation to seek additional supplemental funds for the Low Achieving Schools (LAS) program, raided its own Chapter I funds to provide the increased dollars required to fund its new Comprehensive Plan. While the Settlement language (Appendix A, Page 14) does state that the district should "...secure resources from foundations and other sources," common sense would hope that they would not take away these funds from other Chapter I schools within its own district! What the district did may be perfectly within the "Letter" of the law; but it is the "Spirit," the fair-minded conscience that cries for recognition and respect. Each year, it seems, the district memory of the "Spirit of Bronson" grows a little dimmer.

Examining the illustration a little further, evaluations show that the LAS schools are still showing disappointing achievement gains regardless of the huge dollar amounts being invested. The big dollar investments are not matched by conscientious planning: last minute appointments of LAS principals as occurred even this past September makes one wonder about sincerity; even changes in program can be questioned since no critical review of the old program has occurred; surface efforts are being made to address the poor achievement test results by making a decision to drop the long standing policy to test all grades and test only at grades 4, 6, and 8 for the coming year. The district has presumably decided that fewer bad results are better than across the board bad results!

It is this kind of exasperating district behavior which constantly surfaces that makes it unrealistic for anyone to take pride for very long in the successes which the district has made. It seems that the district responds best only when directly confronted and/or monitored. It is when we breathe a sigh of contentment that some issues like LAS and extra-curricular transportation have been resolved, that, before very long, the very substance of the solution is eroded by perhaps well-intended, but poorly timed and conceived decisions of the administration.

Therefore, the issues of continued provisions to facilitate the effective performance of the Settlement Agreement including the future role of the Community Wide Task Force, the recent district declaration of bankruptcy, and hence the continued additional financial support from the State of Ohio are paramount. As we enter the last year of the seven-year Settlement Agreement, we must consider what experience has taught us about which issues need continued monitoring, and which issues have been satisfactorily settled. Recommendations for continued monitoring along with the rationale and/or supporting documentation are included in some sections of the following report.

The Facilitator's Report for this year shares the same format as utilized in previous years. Each of the nine sections of the Settlement Agreement that requires some attention by the district has a corresponding section in this report. As it was felt to be appropriate, the Facilitator has made comments, suggestions or criticisms at the beginning of each section. Supporting documents are included in the Appendix primarily as a matter of convenience so that interested parties may be spared the ritual of mining files to locate pertinent documents. However, some documents, either because of their widespread availability or great volume, have been omitted. If help should be needed in locating any of these, the Office of the Facilitator will be happy to assist you.

1. Taeuber Index 1990-91

The district's multi-faceted plan launched during the 1989-90 school year in order to reduce the Taeuber Index levels to those stipulated in the Bronson Settlement has been successful. In fact, the Taeuber has moved well beyond those values at the senior and junior/middle school levels and satisfied the intent at the elementary. It is worthy of note, I believe, to mention some of the many interesting efforts and surprise developments that have taken place in accomplishing this.

It appears that a combination of long-range planning, careful selection and general cooperation provided more than enough movement at the senior level. The long term effects of moving former Roberts' students from Western Hills to Taft High School opened enough spaces at Western Hills to allow 280 additional open enrollment students to be transferred for September, 1990; in addition, Walnut Hills, CAPE and SCPA all increased their percent black membership; and finally Hughes expanded its program offerings and added a grade. The combined effect put the senior level well over the top. The junior/middle school level continued to increase its percentage of over-accomplishment. As has been stated previously, this continued trend is most encouraging since it does lend validity to a hope that the district will not stop its integration efforts merely because a relatively arbitrary number has already been reached.

The situation at the elementary level is somewhat different and may require some background explanation so that everyone may gain a better appreciation of the complexities and unpredictability of the many variables affecting the Taeuber.

State law now requires that kindergarten attendance is a requirement for admission to first grade. Apparently many five year olds, especially in neighborhood schools where their race would likely be the same as the majority of students in their school, flooded the neighborhood schools with last minute kindergarten enrollments, thus increasing the Taeuber Index at the elementary level. There were, in fact, nearly 300 such "surprise" enrollees, enough to raise the Taeuber nearly two points under "worst possible" conditions! Fortunately, there were enough "better" conditions already in place and functioning to counteract most of the unanticipated kindergarten explosion. Among other things, Eastwood Elementary opened, while other elementary programs expanded and added additional students. In an unprecedented (panicked?) move, however, the district, effective November 13, 1990, began filling all existing alternative vacancies with waiting list students in a last ditch effort to meet the "Letter of the Law" represented by what at best is a negotiated, arbitrary Taeuber Index number.

Although this knee-jerk reaction of the district is politically understandable, from an educational standpoint, one must wonder about the district's fascination with living up to the "Letter of Bronson" and ignoring the "Spirit" which is clearly more concerned with providing "Quality integrated education." Had the district missed the elementary Taeuber Index even by a point or so, but could have explained that phenomenon logically and in terms of doing what is educationally best for the children, the Facilitator, for one, would have been more impressed than having to watch the helter-skelter, mid-stream transfers two months into the school year.

When examining the effects of these maneuvers, it must be pointed out that the additional "surprise" kindergarten students are, by and large, not involved in the transfers. The racial make-up of those kindergarten classes which are already out-of-balance will remain essentially untouched by the changes. The students who are transferring will be moving into alternative programs that are already well-integrated; their presence, for the most part, will merely move the racial mix closer to the overall district percentage. Presumably their parents will be happy to have their children finally accepted into an alternative program of choice and to this end, there is no quarrel. One must wonder, however, about the order of the district's priorities. Although the "Letter" of the Taeuber may be satisfied, the quality of the education for the mid-stream transfers may be diminished.

Nevertheless, the following Table provides us with the final Taeuber Index Values, effective November, 1990. The complete Taeuber Report is included in Appendix B.

TAEUBER INDEX VALUES, NOVEMBER, 1990.

LEVEL	INDEX VALUE	SETTLEMENT GOAL	PERCENT OF GOAL ACCOMPLISHED
Elementary	36.0	36.5	103%
Junior/Middle	32.2	36.0	149%
Senior	30.2	34.0	146%

2. Alternative Schools: 1989-90 and Beyond?

The powerful appeal of the alternative educational approach has continued to increase its popularity among the students/parents of the district once again this year. Over 8,000 applicants requested admission to alternative programs and over half were able to be accepted. Simple arithmetic tells us that over 3,000 students are, therefore, already on the waiting list for the next year.

Alternatives have unquestionably been the primary factor in the sixteen year trend of Taeuber Index reductions of which Cincinnati can be justifiably proud. They have provided thousands of students the extra motivation required not only to stay in school until graduation, but to continue with post high school training or college. They have probably been instrumental in calming many parental misgivings and may thus have helped reduce middle-class flight from city to the suburbs. They have served the district and community well and are at this point an integral part of the Cincinnati Public Schools, but they are, unfortunately, expensive as good things usually are!

In the Facilitator's Report last year, "Bronson Settlement, 1988-89," the problems associated with continued funding of alternatives were discussed. Perhaps, in the fall of 1989, the Facilitator's cautions, suggestions, and requests were viewed as unnecessary; certainly the "Letter" of Bronson did not require any district action. However, with the defeat of the district tax levy on November 6, 1990 and impending district bankruptcy, these same topics must now be considered critical problems that must be addressed immediately. Even so, they will now possibly be resolved by persons outside the district. In actuality, who makes the decision is of little difference as viewed by the Facilitator.

Therefore, for the benefit of whomever must make the financial decisions concerning the district, let it be once again stated that the Bronson Settlement and all that it implies should not be considered a "frill" or "fat" to be cut from any future budgets. Before making any program reduction decisions, it would be most advisable for the decision makers to request, in advance, the input from all Parties to the Bronson Settlement. This advice is given solely with the intention of assisting the district and state from becoming a defendant in new litigation or being found in violation of the terms of the present Settlement. If there was ever a time when open and full communication among the litigants could help the cause of district education, this is it.

The district Evaluation Report on Alternatives for 1989-90 is included in Appendix C. It comes as no surprise that its findings are, as usual, comparatively positive. The apparent slowing in the rate of achievement may require some further investigation if it continues. At the present, however, with the district testing program in a state of flux, it may be difficult to follow any future trends in achievement growth. Hopefully, the state may reverse the unwarranted district decision to test only at grades 4, 6 and 8.

3. Open Enrollment Program

Since its inception, the Open Enrollment Program in Cincinnati has been utilized almost exclusively by black parents/students as an option to secure an integrated educational experience by attending a traditional neighborhood school that is located in a predominantly white community. Neighborhood schools are, therefore, a separate alternative program since, in reality, it is quite obvious that "traditional neighborhood schools" in the Cincinnati Public School District are as equally specialized as those schools that have been officially declared "Alternatives." For the 1,000 plus black students who participate in Open Enrollment each year, it is clearly their desire to receive their education in an integrated traditional setting. It is regrettable that more white students have not taken advantage of this opportunity since some of the district's predominately black neighborhood schools have demonstrated outstanding successes in both the academic and behavioral aspects of student achievement.

It is understandable, however, that white parents/students have not investigated their open enrollment options since, in all fairness, they have no reasonable way of knowing that schools like Washburn and Hoffman are among the best in the city. The combination of dedicated staffs in these schools and the fervent belief of the communities in the worthwhileness of children have made them, in general, more disciplined and challenging than many of the other schools in the area, including those in the private sector. Yet, the district has never advertised these facts nor extended any special recruiting assistance to them as they do so often and so well for their official "alternatives."

Here again, it seems the district will not recognize the "Spirit" of the Settlement which speaks so eloquently of the "Major Goal of the Agreement as being the district's continuation of the significant progress made in integration... and to achieve a further reduction in the racial isolation of students in the CPS." Regrettably, the district seems to be focused only on the "Letter" of the agreement which states in the same paragraph that "... the Board and Superintendent retain the authority to select the methods of achieving that progress." (Appendix A, pp. 3-4)

Why some educational options appear favored and others not remains a mystery which begs for answers. It must again be questioned, therefore, why the successes of some neighborhood schools are not explained with the same enthusiasm as successes in the other alternative programs so that parents interested in "quality education" can help make it "quality integrated education" in a neighborhood setting. After all, quality integrated education has been the number one goal of the Cincinnati Board of Education for nearly twenty years.

Nevertheless, the Open Enrollment Program has unquestionably been very effective in helping the district meet its commitment to reduce the Taeuber Index. The decreasing trend of Open Enrollment acceptances noted at Western Hills High School over the past three years (1987-88, n = 370; 1988-89, n = 246; 1989-90, n = 179) was dramatically reversed to allow approximately 280 new transfers for 1990-91. This increase in available space was brought about by a combination of events, but the key was the decision in 1988-89 to remove the former Roberts attendance area from Western Hills and include it in Taft High School. Similarly, Open Enrollment continued to be a popular option with the other age groups as 142 and 242 additional acceptances were recorded at the Junior High and Elementary School levels respectively for the current school year.

The Open Enrollment cumulative data for 1989-90 and 1990-91 are included in Appendix D. The district completed its Evaluation Report of Open Enrollment for 1989-90 which is also included in Appendix D. Essentially, the same findings have been reported by the district for the last several years, but the necessary follow through to help minimize the anticipated difficulties of the transferring students has not materialized to any extent. Token efforts like an orientation program have been made, but the concerted push needed has not taken place. There still remains the need to educate not only the transferring student, but also the receiving teachers that vast differences between expectation and reality exist and need to be understood. Differences in daily routines, bus scheduling, homework assignments, classroom participation and behavioral expectations are but a few of the changes that "new" open enrollment students must handle; the receiving teachers similarly must recognize that the "new" students will likely require additional time and help in making the change and may have to individually assume the responsibility of initiating the steps necessary to bring about a mutual plan of action so that the transfer will become beneficial for all. As was discussed initially in the 1986-87 Facilitator's Report and reinforced in subsequent Facilitator and district reports/evaluations, it is counter-productive to offer a program that has preventable problems imbedded in it, and do nothing to resolve the situation. The "Letter" of the Agreement may permit it, but the "Spirit" must shudder at the neglect.

4. Staff Racial Balance

Since 1974 the CPS has made a determined effort to keep the racial balance of each school in the district within five percent of the district ratio. Given the fact that the pool of available new teachers is limited and that many existing staff retire, resign or request transfers each year, it is remarkable that the Certificated Personnel Office has consistently been able to keep 75 to 100 percent of the schools within district guidelines each year. If the district were to calculate a Taeuber Index for school staff, it would probably show Indices in single digits for most years.

The Staff Racial Balance Report for 1990-91 which is included on the following pages gives us some reason for apprehension, however. By inspection we see that 20 of the 80 schools in the district are now either above or below the stipulated range. It is somewhat disturbing to see such a large variance from the guidelines as it reflects an accelerating trend of noncompliance. Only two schools were out of compliance in 1985 and 1986 while six had gone above or below by 1987. By 1988 there were eight, in 1989 there were thirteen, and now in 1990 there are twenty. Clearly, this is an area where close future monitoring will be warranted.

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1990-91

To comply with the Cincinnati Board of Education's resolution on teaching staff racial balance, it is the objective of the process to have the ratio of black and white teachers on the teaching staff of each school be within plus or minus five percent of the ratio for classroom teachers in the district. Separate ratios are calculated for elementary and secondary schools. The method of calculation uses the number and percent of black teachers in each school. The mean percent of black teachers in the district for 1990-91 is thirty-one at the elementary and twenty-six at the secondary level. Each school is listed with the number of teachers on the staff, the number of black teachers currently assigned, and the numbers needed to reach the minimum, mean and maximum as defined by the Board's resolution. These three calculations are rounded to the nearest whole number.

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Aiken	94.83	22.83	20	25	29
Anderson Place	32.0	10	8	10	12
Bloom	33.95	12	7	9	11
Bond Hill	22.9	9	6	7	8
Bramble	17.5	7	5	5	6
Burton	26.3	9	7	8	10
C.A.P.E. Elementary	32.0	9	8	10	12
C.A.P.E. High School	65.0	17	14	17	20
Carson	23.0	6	6	7	8
Carthage	19.8	5	5	6	7
Central Fairmount	29.0	9	8	9	10
Chase	39.4	17	10	12	14
Cheviot	19.0	6	5	6	7
Clifton	27.3	10	7	9	10
Clark Academy	21.0	7	4	5	7
College Hill	22.4	7.5	6	7	8
Covedale	27.0	9	7	8	10
Crest Hills	27.7	11	6	7	9
Dater	55.0	12	12	14	17
Douglass	32.5	12	8	10	12
Eastern Hills	45.8	15	12	14	16
Eastwood	22.0	6	6	7	8
Fairview	33.0	9	9	10	12
Gamble	43.4	13	9	11	13
Hartwell	29.7	9	8	9	11
Hays	32.0	14	8	10	12
Heberle	44.8	27	12	14	16
Heinold	31.5	15	8	10	11
Hoffman	19.7	13	5	6	7
Hughes	84.0	19	18	22	26
Hyde Park	18.2	6	5	6	6
Kilgour	19.4	5	5	6	7
Kirby Road	23.0	7	6	7	8
Linwood	15.0	6	4	5	5

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1990-91

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance Min.	Mean.	Max.
Losantiville	20.7	7	5	6	7
McKinley	18.0	7	5	6	6
Merry	45.0	12	9	12	14
Midway	28.0	8	7	9	10
Millvale	22.0	9	6	7	8
Mt. Airy	30.8	8	8	10	11
Mt. Washington	26.0	8	7	8	9
North Avondale	27.4	5	7	9	10
North Fairmount	23.7	9	6	7	9
Oyler	30.5	9	8	9	11
Parham	26.7	9	7	8	10
Peoples	48.0	14.5	10	12	15
Pleasant Hill	27.3	7	7	9	10
Pleasant Ridge	27.2	10	7	9	10
Porter	40.0	10	8	10	12
Quebec Heights	32.0	9	8	10	12
Roberts Paideia	53.6	12	14	17	19
Rockdale	31.0	11	8	10	11
Roll Hill	27.7	10	7	9	10
Roosevelt	21.6	4	6	7	8
Roselawn-Condon	39.5	12	10	12	14
Rothenberg	29.9	11	8	9	11
S.C.P.A.	75.2	17	16	20	23
Sands Montessori	31.0	7	8	10	11
Sawyer C.B.A./A.W.L.	60.0	17	16	18	22
Sayler Park	19.7	5	5	6	7
Schiel (PSAE)	24.7	10	7	8	9
Schwab	52.07	16	11	14	16
Shroder (Paideia)	49.5	10.5	10	13	15
Silverton	27.0	10	7	8	10
South Avondale	20.0	8	5	6	7
Swifton	19.0	5	5	6	7
Taft High School**	99.72	24.55	21	26	31
Taft Elementary	26.2	9	7	8	10
Vine	21.3	8	6	7	8
Walnut Hills	110.0	26	23	29	34
Washburn	27.0	9.5	7	8	10
Washington Park	26.5	8	7	8	10
Western Hills	134.0	28	28	35	42
Westwood	26.9	8	7	8	10
Whittier	27.7	8.5	7	9	10
Windsor	20.5	10	5	6	7
Winton Place	26.5	9	7	8	10
Withrow	136.5	43	29	35	42
Woodford	19.5	5	5	6	7
Woodward	92.03	21.4	19	24	29

* Includes only those faculty members computed for racial balance purposes. Positions such as librarians, counselors, and coordinating teachers are excluded.

** Includes day school adult program

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CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1990-91

Compliance Summary for Racial Balance of Schools

	Elementary	Secondary	Total	Pct.
Below Minimum	4	0	4	5%
At Minimum	10	2	12	15%
Between Minimum & Mean	5	7	12	15%
At Mean	11	3	14	17.5%
Between Mean & Maximum	8	1	9	11.25%
At Maximum	10	3	13	16.25%
Above Maximum	13	3	16	20%
	61	19	80	100%

Schools Below Minimum:

- North Avondale
- Roberts Paideia
- Roosevelt
- Sands Montessori

Schools Above Maximum:

- Bond Hill
- Bramble
- Chase
- Hays
- Heberle
- Heinold
- Hoffman
- Linwood
- McKinley
- Millvale
- Schiel PSAE
- South Avondale
- Windsor
- Bloom
- Crest Hills
- Withrow

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5. Unbiased Tests and Policies and

6. Isolation Within Buildings

These two sections are being combined for the purposes of this report since both share essentially the identical underlying concern. Both are questioning whether or not there is any reason to suspect that racial bias plays a role in the day-to-day interactions between a student and the school system. Does each child have the same opportunity to be placed in a given homeroom, class, or activity? Are children treated alike when disciplinary action is required? Is the system fair and impartial regardless of race?

In order to answer these critically important questions, the CPS Evaluation Section is conducting studies which will examine in some detail the difficult issues regarding the equitable distribution of students within homerooms, and suspensions/expulsions. (See Appendix E). Specifically, these studies examined the unbiased placement of students in homerooms in each district elementary and secondary school, and a summary of black/white suspensions and expulsions.

After reviewing these documents, the Facilitator believes that discipline is the most critical issue. It has been an area of action, non-action, investigation, study and discussion for the past seven years. Recent articles in local journals and newspapers have singled out poor discipline as a major cause of staff and community dissatisfaction and poor pupil performance in the district. It is also an emotional issue because although no one likes to see an unfair penalty given to anyone, especially if it appears the unfairness is somehow grounded in racial prejudice, no one likes to see anyone "get by" with something simply because of skin color. Yet, the district statistics annually report a much higher ratio of suspensions for black students. This is a continuing point of questioning from the Task Force (See Appendix F). It has not been helped by the knowledge that for several years, a district-developed instrument (Analysis of Gender and Racial Balance) which could have shed some useful light upon the situation remained unapproved for use. Clearly, the court and Task Force must become more directly and effectively involved.

It is therefore recommended that the district and Task Force cooperate so that complete information can be gathered about the circumstances of each suspension/expulsion. The district has already developed the administrative mechanism and is, in fact, in the process of collecting these data. At most, the procedure may need to be reviewed and revised somewhat so that both the Task Force and district can be comfortable with its use and content, but it must then be implemented on a permanent basis. In this way it is hoped that charges of racial prejudice in student discipline can finally be addressed with conviction.

In a related, but even more sensitive issue, the fairness of the placement of the Severe Behaviorly Handicapped (SBH) classes in district elementary schools is another concern. In all, there are 36 SBH classes which are placed "wherever room is available" in the 60 district elementary schools. Unfortunately, 25 of the SBH classes are in 19 predominately black schools while 11 are in eight predominately white schools. (There are 32 schools having more black students and 28 having more white than the system average.) The unanswered question in this situation is the extent of influence of the SBH classes upon whole school behavior and associated suspensions and expulsions. It certainly bears investigation since "Common wisdom," admittedly often wrong, dictates a negative influence.

District reports on suspensions and expulsions, Student Placement and In-School Isolation and an analysis prepared by the Task Force on suspensions and expulsions are included in Appendix E.

7. Low Achieving Schools (LAS); Coalition of Innovative Schools (CIS)

The increased district activity, reorganization and renaming of the LAS program has unfortunately not resulted in any measurable improvement for seven of the eight CIS schools involved. Obviously, this is an area of continuing discontent for the Plaintiffs. Indeed, when reviewing the rather limited number of pieces of LAS correspondence that were shared with the Office of the Facilitator during this past school year, (See Appendix G) it is evident that internally, there were many holes in the new Comprehensive Plan for Low Achieving Schools. By examining this paper trail, the reader may gain some insight into the way the district handled the implementation and execution of its Paper Plan.

First, let us examine the description of the responsibilities and duties for the newly created position of the Low Achieving School Coordinator as suggested by the Settlement Director (Appendix G, G-21-25). It is clear that this new position originally was intended to be in direct subordinate line to the Settlement Director who, it was proposed, should have absolute control of the LAS program. Quoting from this source, "No person, regardless of title, can develop and implement activities in the Low Achieving Schools without approval of the Settlement Director." Further, the "LAS principals have the responsibility to implement all LAS activities in their respective buildings in collaboration with all assigned personnel." This appears to be a very logical strategy which is consistent with the existing expectations of the court.

In actual practice, however, the paper trail available to the Facilitator shows that no responsibility or direct correspondence exists between the LAS Coordinator (let alone the LAS principals) and the Settlement Director. The LAS Coordinator's memos of February 8, 13, March 1, and May 3, 1990 summarize her activities, including the development of her own position description, (Appendix G, G-26-35) and there is no evidence of any communication between the Settlement Office and her according to her own summaries. This fact is corroborated according to a January 31, 1990 memo from the Settlement Office Director (See Appendix G, G-36).

The removal of the Settlement Office from the loop of decision-makers affecting LAS activities is unacceptable since LAS is clearly a Bronson activity. At best it is a reckless decision since it also removed an experienced administrator with enough experience and expertise to prevent embarrassing and damaging activities from occurring. Unfortunately, this expertise was sorely needed when last summer (1990), three LAS principals (Hays, Hoffman, and Heberle) eliminated preschool from their school programs for 1990-91. This happened despite the common knowledge that preschool was a priority interest of the Plaintiffs. (See Appendix G, G-37-45)

Bronson notwithstanding, it seems incredible and ironic that an Early Childhood Program would ever be eliminated from any enrichment program in the Cincinnati Public Schools since Cincinnati was among the very first districts to publish documented and replicable findings of the benefits of preschool and all-day kindergarten programs. The Plaintiffs, parents and community have certainly valued these early educational opportunities for decades and over the years have tried to increase the use of this highly effective educational package since it is a proven long-term winner.

Obviously there was not much input from the parent community (or research community) when plans were being made to spend the windfall of dollars allocated from other district Chapter I schools. Yet, it is the principal's responsibility to communicate with LSAC and community and is reinforced and restated in the LAS Organization Responsibilities Chart and Comprehensive Plan (Appendix G, G-2-3; G-23). Was this part of the Paper Plan simply ignored, overlooked, never approved or viewed as an unnecessary step? Or, is it something that looks good on paper, but not done?

The fact that three LAS principals arrived at the same conclusion to eliminate preschool indicates to even a casual observer that it was not an isolated decision. When three schools follow the same path it suggests that this is a policy which has been decided at some higher level. It is beyond question that many central office administrators knew of the decisions of the principals but either failed to understand the implication, or were so far removed from the decision makers that they could not effectively deal with it. Had the Bronson Settlement Director been involved in Bronson Settlement decisions, the way the court had requested, this situation would not have happened. It is yet another example of the district living up to the "Letter" of the Settlement, but not the "Spirit".

Since the LAS principals are such key figures in their school's educational programs, it again brings up the old array of questions and concerns that were discussed at length in the 1988-89 Report of the Facilitator regarding the manner in which LAS principals have been appointed over the past few years. However, in response to a request from the attorneys for an explanation of this process, the district personnel director, Mr. Effron, reaffirmed that the "Letter" of the principal selection process had been fulfilled, but that the "Spirit" was not even considered (See Appendix G, G-46-47); there is no mention of LSAC/Staff/Community involvement in the process described by Mr. Effron.

It seems pointless at this late date to review the history of initial LAS successes, then its subsequent lack of direction and ultimate regression, and finally last year, the issuance of a high-priority, overly-promised, poorly thought out five-year Comprehensive Plan. This year, 1990-91 , the Program did not even file a Coordinating Committee Report (See Appendix H) for the month of September and was unrepresented at the September-October meeting. The dismal results cited in the district's own evaluation report for LAS/CIS are contained in Appendix G, No. 9. The outcomes of the Plan and what was intended to be the district's new solution for the multiple challenges of inner-city education are presented as objective data which merely underscores the ineffectiveness to date of the LAS/CIS package.

All of the previous years' criticisms leveled at the administration and implementation of the LAS/CIS program are still viewed as valid by the Facilitator. They have been documented year by year in the annual Facilitator's Reports.

8. Extracurricular Activities

The September, 1989 issuance of special bus passes for those students who participate in extracurricular activities has seemingly defused all of the arguments associated with this long standing problem. Although the continuation of these bus passes were in jeopardy for a short time this past summer it seems non-productive to reiterate the old issues and arguments which would have been triggered by such a cut back. The spirit of Bronson continues to live in this instance as out-of-neighborhood extracurricular student continue to receive some relief for their transportation problems.

9. District/City Housing Activities

The Parties must stay aware of any large scale disruption of housing areas in the district. The implications on school racial balance is obvious. Even though no such activity, or even plans for such an activity, has occurred, it is encouraging to note that the Cincinnati Metropolitan Housing Authority (CMHA) and the school district have maintained a continuous dialogue for the past six years. Participation by the Communitywide Task Force on the CMHA virtually assures that the communication and cooperation will continue. The following report from the Cincinnati Public Schools summarizes the activities of the district and the Cincinnati Metropolitan Housing Authority for the six years, 1984-90.

1. In accordance with the Settlement Agreement, letters were sent to housing agencies informing them of the provisions of the provisions of the Consent Decree and Settlement. We requested that they provide us with advance notice of proposed housing decisions.

2. A good working relationship was established with the City Planning Department which, even prior to the issuance of the Consent Decree, began to consult with us concerning housing proposals.

3. During the years 1984-90, we reviewed two major housing proposals.

   A. The City Housing Allocation Policy set out priority locations for new low income housing. The criteria established in this policy for determining priority housing locations include the racial balance of the elementary school serving the area.

   B. The City Housing Agenda was a package of ordinances and resolutions designed to stimulate housing investment in Cincinnati. It was judged that there was nothing in the package which would necessarily harm racial balance in the Cincinnati Public Schools.

4. Since 1984 we have received and reviewed a number of CMHA housing proposals. A summary of all housing proposals received during the past school year, 1989-90, is shown in the table below. All of these proposals were for scattered site housing and most have been for single family units. We have responded to all such proposals

indicating the probable impact on racial balance in the Cincinnati Public Schools of the proposals. Copies of this correspondence have been forwarded to Trudy Rauh of the NAACP and to the City Planning Department. It is our understanding that our responses are made available to the City Planning Commission, and are considered when the Planning Commission indicates its approval or disapproval. It is also our understanding that the CMHA is not bound by the decision of the City Planning Commission.

5. There has been very little housing activity over which the school district can have any influence, and it seems likely that this will continue to be the case.

HOUSING PROPOSALS JULY 1, 1989 - JULY 31, 1990

DATE	ADDRESS	UNITS	AGENCY	PROJECTED IMPACT ON TAEUBER INDEX
8/15/89	1960 Sunset	1	CMHA	Not Improve
10/12/89	2732 Baker	1	CMHA	Improve
11/15/89	500 Orient	1	CMHA	Improve
12/7/89	5142 Hawaiian Terrace	5	CMHA	Improve
12/15/89	C.T. 73 Winton Place	1	CMHA	Not Improve
1/8/90	5142 Hawaiian Terrace	3	CMHA	Improve
1/16/90	5328 Colerain	1	CMHA	Improve
2/2/90	6467 Rainbow Lane	1	CMHA	Improve
3/6/90	3743 Paxton	1	CMHA	(Disapproved)
4/25/90	1714 Race Street	2	CMHA	Not Improve
7/17/90	6102 Graceland	1	CMHA	Improve

Discussion

When reviewing the preceding circumstances and progress of the Cincinnati Public Schools (CPS) in relation to the Bronson Settlement, it must be concluded that there is a reasonable need to request continued court involvement in the operations of the district. It would be counter to the best interests of the entire community, in my opinion, to withdraw Court support and direction at this time when so many areas of discontent and financial crisis still remain unresolved. One simply cannot imagine the present situation existing for very long before another costly suit would be filed. Therefore, for the near future at least, my suggestion is for the Parties to join in considering the future role of the Court for the reasons discussed in the preceding chapters. Let us review some of the major difficulties.

1. Program Changes

Without being overly critical of the present CPS administration, it can be stated that education, like many other human endeavors, is susceptible to fads and "hot new ideas" which promise results that are too good to be true. This has been all too true over the past seven years in the CPS. Within this time frame there have been at least three different philosophies in the LAS/CIS schools, (Effective Schools, Laisez Faire, Student Focused Impact Teams) plus special computer-enhanced programs, special pull-out programs, whole school programs, test-wiseness and/or "let's not test at all" programs. Fiascos like eliminating then reinstating preschool occur without ever considering evaluation or needs assessment data. (See Appendix G for potpourri of LAS related memos). It simply is not fair to the students who are caught in these changing winds. They have the right to expect informed and shared educational decisions which will give improvement and stability to their schools, not merely new approaches and administrators.

While it is recognized that the original Settlement gave the CPS complete authority to decide the what and how of its educational programs, it must now be suggested, based on experience and results, that future major program decisions should be required to be reviewed by the Office of the Facilitator for Bronson Settlement impact before being implemented. Perhaps some form of Task Force involvement or representation on the appropriate Board of Education Oversight or Program Committee(s) would also be beneficial. The details need to be negotiated between the Parties, but the students must be assured of having the opportunity to receive a continuous, stable educational experience. If this external involvement provides nothing more than a shared responsibility for the success/failure of the program, it will at least allow the community and Board to say "We" did the best "We" could together rather than "They" failed.

2. Personnel Selection

In a related concern, we have discussed and registered disapproval of the process by which many of the LAS/CIS principals have been selected over the past few years. It should be emphasized that we have never gone on record as objecting to the actual selection; all of the candidates are respected administrators. Our objection lies in the refusal of the administration to involve anyone else in the selection procedures as provided for and outlined in the district's own policy and procedure manuals.

Although we understand the need for the district to have the authority to make instant, unilateral appointments under emergency conditions, and to retain the right to make the final decision in any event, it is beyond reason to believe that this authority releases the district from its common-sense obligation to request input from LSAC's, PTO's, teaching staffs, and the business community. Further, the administration would be well advised to include the Facilitator acting as an intermediary with the Task Force in any discussion which would lead to the appointment of a Bronson related principal.

In addition, all future input from these groups must be heard prior to the administration making its final decision and must be treated respectfully. The usual perfunctory call from Central Office for a school-based meeting to list goals and qualifications for principals is an insult to the intelligence and expertise of those involved. As was discussed in previous Facilitator Reports, those parents, staff and community representatives who have been active in educational concerns for many years could quite possibly be considered more "expert" than the "experts" from the administration. They know when they are being well or ill-used. The administration owes them, at the very least, an accounting of how their suggestions were used in making the final selection.

Again, a cooperative effort will allow a unified statement that "We" did the best "We" could rather than "They" failed.

3. Goals for Low Achieving/Coalition of Innovative Schools

It is inconceivable that the district has not reworked its goals/success indicators/"Outcomes" for its LAS/CIS program. Perhaps we can excuse the ones stated on pages 3 and 4 of the Comprehensive Plan (Appendix G, no. 1) as over-enthusiastic bravado; we can and we will. But we are left, then, without knowing what the real district goals are other than spending millions of extra dollars. This is not a new concern since it was the subject of a special plaintiff evaluation and has been well discussed over the course of the past year.

Perhaps the district may need to consider an entirely different form of evaluation for the CIS program by organizing the eight schools into a separate sub-system which is only under the umbrella of administrative support from the district. This would allow them to set their own goals in terms of those things which are of most concern to their communities. Perhaps future evaluations could include some form of writing assessment which would be of more use and interest than the scores on standardized tests, especially since the district plans to suspend standardized testing at grades K, 1, 2, 3, and 5.

Whatever the administration decides to do with LAS/CIS, it is obvious that it must be a shared decision with a workable plan and specific year by year, long-term, realistic goals. Once again, this sharing of decisions will allow the "We" response, rather than the presently justifiable accusation that "They failed."

4. Taeuber Index

The "Surprise" kindergarten enrollments of 1990-91 as discussed in Section 1 serves to illustrate all too clearly that the Taeuber Index can be an unpredictable tail that wags the dog. Some cushion must be developed in the immediate future so that the administration will not feel compelled to panic over a missed number. It seems that a range of expectancy could be established which will accommodate unexpected developments that inadvertently impact upon the racial mix of a school and/or attendance area. There exists enough experience and understanding among the Parties to accept this range as an educationally preferable goal.

5. Budget/Financial Crisis

Regardless of the financial crisis of the district the Bronson Settlement is, in the opinion of the Facilitator, not subject to variation. The district has always had many choices regarding its

Budget. The fact that sixteen years ago it chose alternatives as a major solution to an ever increasing problem of its segregated schools is now history. The district knew the expenses involved and knew that as the alternatives increased, so too would the financial drain. Yet, it did not plan ahead enough in the past two years to begin seeking the additional funds it obviously needed to stay solvent. That short-sightedness does not relieve their obligations under the Bronson Settlement. Once again, the Parties need to work cooperatively to address the financial crisis and if experience has taught us correctly, the Court will almost certainly need to be involved in these proceedings. It is doubtful that the litigants will be able to arrive at mutually acceptable conclusions without Court involvement.

6. Discipline

It is the view of the Facilitator that the student discipline problems of the district are to a large extent a symptom of the greater problems associated with the central administration. Clearly, the leadership and expertise in Central Office was not up to the challenge. There is currently a decentralized effort underway for 1990-91 which initially held promise for galvanizing each school staff behind its own set of disciplinary standards. This progress, however, has been seriously undermined by Central Office administrators interfering with the local schools by imposing their set of priorities and forcing changes in the original plans created by local school staffs.

The obvious question is why, with discipline at a crisis stage under the old management and supervision of the central administrators, would they not allow school staffs to assume the leadership? Once again, the "Letter" of the Settlement gives full authority to the district; the

"Spirit" would ask why in the face of what amounts to public ridicule of the district's discipline practices and the equally disturbing trend of spiraling downward achievement scores (see Appendix I) the district would not recognize a possible correlation between discipline, achievement, and the practices of the central administration. It seems rather obvious that if the Central Office were to mature enough to admit their shortcomings and allow the schools a chance to gain strong control of student conduct, achievement will almost assuredly rise. The "Letter" once again does not require it, but the Spirit would almost presume it.

Perhaps it is time for the "Letter" of the Settlement to be rewritten. Perhaps it is time to define "What Camelot will look like when we get there!" What is needed in the very near future is a rethinking of what the benefits of the Bronson Settlement were thought to be in 1984, and a realistic assessment of what the true outcomes have been.

The Taeuber is down, but so are discipline and achievement. Is this "Camelot?"

Alternative Programs are bursting at the seams, but so are the bankrupting expenses. That does not look like "Camelot" either!

Old programs have been replaced by new, but the old ones seemed to have functioned better. "Camelot" apparently has many drawbacks!

Or have we arrived someplace else? It is very hard to tell since no one has been able to describe what the final picture of the school system should look like despite the many good-natured requests by the Facilitator over the past six years. We are now only six months from the end of the Bronson Settlement. Although neither direct blame nor credit for district actions can be placed upon the Settlement itself, it is an ever-present force that has helped determine what things would or would not be done in the district. It is obvious that "Camelot" was never intended to be the set of negative circumstances that we now see. Perhaps it is finally time to describe what set of circumstances we would hope to find in "Camelot" and work in a cooperative spirit to help create them.

APPENDIX A

SETTLEMENT AGREEMENT

This Settlement Agreement ("Agreement") is entered by the signatories in order to settle the litigation styled Mona Bronson, et al. v. Board of Education of the City of Cincinnati, et al., Civil Action No. C-1-74-205 ("Action"), between a certified class of Plaintiffs ("Plaintiffs"), the Ohio State Board of Education and the Superintendent of Public Instruction of the State of Ohio ("State Defendants"), the Board of Education of the City School District of the City of Cincinnati and each of the Members of that Board ("Board"), and the Superintendent of Cincinnati Public Schools ("Superintendent"). The Plaintiffs, State Defendants, Board and Superintendent collectively are referred to hereafter as "Parties". As used in this Agreement "Action" refers to all claims made by Plaintiffs against the Board and Superintendent of the Cincinnati Public Schools, and to those claims against State Defendants which seek a remedy within the Cincinnati Public School System.

WHEREAS, the Plaintiffs originally filed this Action against the Board and Superintendent on May 24, 1974; and

WHEREAS, Plaintiffs subsequently amended their Complaint to include the State Defendants; and

WHEREAS, the Parties have entered this Agreement to settle the Action before any testimony has been taken at trial; and

WHEREAS, the Parties recognize that the Board, Superintendent and State Defendants have denied and continue to deny that they or their predecessors have violated the Constitutional rights of any of the students in the Cincinnati Public Schools and deny that any of their acts or omissions, or any acts or omissions of their predecessors have caused racial isolation in the Cincinnati Public Schools to the extent that such isolation exists at present or has ever existed; and

WHEREAS, the Parties recognize that the Board and Superintendent have achieved a reduction in the degree of racial isolation present in Cincinnati Public Schools through school closings, consolidations, open enrollment and through the establishment of alternative schools and programs; and

WHEREAS, the Parties recognize that similar educationally sound programs and efforts will achieve a further reduction in racial isolation; and

WHEREAS, the Parties recognize that Cincinnati Public Schools should have maximum flexibility in determining the means by which such additional reduction in racial isolation to a standard set forth below should be attained and that the particular methods to be used should not be specified and that a school-by-school standard should not be adopted:

NOW, THEREFORE, the Parties agree as follows:

1. COOPERATIVE EFFORTS

The Parties recognize that their successful performance under this Agreement will require the joint application of efforts toward the goal. To the extent that interpretation of provisions of this Agreement may be necessary, the Parties will jointly and cooperatively address those matters. To the extent that hearings may be required to determine that this Agreement is a fair and adequate settlement in accordance with the Federal Rules of Civil Procedure, the Parties will cooperate in and support efforts to achieve a finding that this Settlement Agreement is fair and adequate.

If any private individual or individuals or any group seeks in a separate action or proceeding relief which would be inconsistent with the systemic relief incorporated in this Agreement, all Parties will take any steps needed to preserve the integrity of this Agreement.

2. THE MAJOR GOAL AND ITS ACHIEVEMENT

A major goal of this Agreement is to continue the significant progress made in reducing racial isolation and to achieve a further reduction in the racial isolation of students in Cincinnati Public Schools. That goal is to be achieved by educationally sound programs which provide quality integrated education. The Board and Superintendent assume the responsibility of achieving that progress and the Board and Superintendent retain the authority to select the methods of achieving that progress.

Because the Cincinnati Public Schools have used the Taeuber Index of Dissimilarity as a means for measuring the reduction in racial isolation and because the Index is a widely recognized standard for gauging the extent of racial isolation in public schools and housing, the Parties agree that compliance with this Agreement through successful performance in reducing racial isolation will be achieved if Cincinnati Public Schools attain the Taeuber Index levels hereinafter set forth. (An explanation of the Taeuber Index is set forth in Exhibit A to this Agreement.)

(a) A Taeuber Index of 36.5 when applied to all Cincinnati Public School students in elementary schools in the 1990-91 school year.

(b) A Taeuber Index of 36 when applied to all Cincinnati Public School students in the middle schools and junior high schools in the 1990-91 school year.

(c) A Taeuber Index of 34 when applied to all Cincinnati Public School students in the senior high schools in the 1990-91 school year.

The parties recognize that the standards agreed to above allow for more racial isolation than is permitted in many school districts that have been ordered by a Court to desegregate but provide for less racial isolation than currently exists in many urban centers.

CPS agrees to use its best efforts to achieve an annual reduction in the Taeuber Index at the elementary, junior and senior high levels.

Although no specific annual reduction in the Index is required by this Agreement, Plaintiffs may initiate a proceeding on or after December 1, 1987 if they believe that there is not a reasonable probability that CPS will succeed in reducing the Index under 2(a), (b) or (c) to the level required by the 1990-91 school year. If, after a hearing, the Court finds that there is not a reasonable probability of success, the Court will order such additional relief as it deems necessary and appropriate consistent with the terms of this Agreement, but not in excess of the financial limitations set forth in Paragraph 3(g)(1) below. As an initial step, the Court may order CPS to develop and present to the Court a plan to achieve the standards.

3. NEW AND EXPANDED ALTERNATIVE SCHOOLS AND PROGRAMS

(a) The Board and Superintendent (collectively referred to as "CPS")[1] will expand and establish new alternative schools and programs ("alternatives") to provide more educationally sound options for students and to reduce racial isolation in the school district. A goal of this element will be the establishment of sufficient alternatives to meet the standards as defined above.

(b) The Alternative Schools and Programs Plan.

A projection of alternatives for the 1984-85 school year will be published prior to the 1984-85 school year and such projections will continue annually through the 1990-91 school year. CPS may, consistent with the provisions of c(1) and c(2) of this paragraph, at its option, add, delete or revise such alternatives as sound planning dictates in order to provide successful programs and achieve the standards defined above.

(c) Policies and Procedures for Alternatives.

The Cincinnati Board of Education's policy on Admission to Alternative Programs (5111.3) (attached hereto as Exhibit B) shall remain in effect substantially in its current form. In administering this policy, students applying for admission from schools which reflect racial isolation will be given a priority period within which to apply for alternatives so long as their admission otherwise meets the requirements of that policy.[2] The Board's policy on Retention in Alternative Programs (5116.1) (attached hereto as Exhibit C) shall also remain in effect substantially in its current form so long as it is clear in that policy that the codes or regulations which may justify the non-retention of a student without parental consent are distributed to parents before they are utilized to justify the removal of a student. The "Procedures & Operations" (attached hereto as Exhibit D) with respect to alternative programs may be revised from time to time so long as such revisions are consistent with the policies noted above.

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[1] While the "Board" and "Superintendent" are referred to collectively as "CPS", it is recognized that the Board has responsibilities for policy and the Superintendent has responsibilities for implementing and administering policy.

(1) Existing Programs

Alternatives that have been in operation for one full school year after the execution of this Agreement that remain racially isolated[3] shall not apply for continued State funds as specified in provision 3(g) of this paragraph, unless CPS redesigns the program in a way it believes will reduce racial isolation. If such alternatives are continued, notwithstanding the unavailability of State aid, CPS will make further efforts to reduce racial isolation in these alternatives.

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[2] For purposes of this clause in this Agreement, and only for the purposes of this clause, "isolation" shall mean students in those schools which are 90% or more of one race.

[3] For purposes of this clause in the Agreement, and only for purposes of this clause, racially isolated shall mean that 90% or more of the students are of one race.

(2) New Programs

New alternatives, before being implemented, will be reviewed by the Alternative Schools Committee in the light of estimates of projected enrollments by race. Where after such review, CPS determines that the implementation of a particular new alternative will not advance CPS toward the standards defined above, that alternative will not be implemented.

(d) Informing Students of Alternative Availability.

Each year CPS will undertake to inform all students of the availability of the alternatives, with a concerted effort directed to students in those schools which reflect racial isolation. CPS will establish a recruitment and counseling center with a staff and budget (which will be published) to encourage student selections of alternatives, to encourage every parent and student to make a school choice, and to inform parents how to choose among alternatives for their children. Among the tools used by the recruitment and counseling center will be the publication and wide dissemination of a booklet describing all programs and opportunities and the procedure for application.

(e) An Alternative Schools Committee.

The Superintendent shall maintain the Alternative Schools Committee consisting of persons representing the school administration, staff and community at large, including at least one representative designated by the National Association for the Advancement of Colored People ("NAACP"). The activities of that Committee and the methods of evaluating alternatives shall be as set forth in the "Alternative Program Manual" which Manual may be revised from time to time consistent with Board policy.

(f) Location of New Alternatives.

To the extent consistent with sound education planning, the new alternatives identified above will be located at schools which, at the time of implementing such alternatives, reflect racial isolation.[4]

(g) The State's Financial Participation.

(1) The State of Ohio will pay to CPS 50% of the expenses incurred by CPS in designing, implementing, administering and maintaining educationally sound programs reasonably expected to reduce racial isolation to the stan-

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[4] For purposes of this clause in the Agreement, and only for purposes of this clause, "isolation" shall mean those schools with 80% or more of their students being of one race. To the extent consistent with achieving the levels set in this Agreement, new alternatives will, so far as possible, be located in a way which contributes to equitable treatment of black and white students in the performance of this Agreement.

dards defined above.[5] The State of Ohio will pay 50% of the unreimbursed expense attributable to the transportation of students who are being transported for the reduction of racial isolation. "Unreimbursed expense" shall mean that portion of this expense which remains after deducting the State Transportation reimbursements applicable to students involved in such transportation.

The total of the expenses referred to above shall be limited to those incurred during the seven school years 1984-85 through 1990-91,[6] and the State of Ohio payments shall not exceed thirty-five (35) million dollars during the seven year term.

(2) The State Defendants shall accord to CPS complete discretion to devise and employ the programs it wishes to use for the purpose of reducing racial isolation without interference from or accountability to the State for the success or failure of the measures which CPS selects.

(3) Beginning in December, 1984, payments by the State shall be made semi-annually in the months of December and June upon the submission of vouchers by CPS

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[5] Such expenses may also include those incurred in connection with programs ancillary to the reduction of racial isolation as set forth in Exhibit E attached hereto.

[6] Such expenses may also include those incurred during the 1983-84 school year in connection with preparatory activities for the 1984-85 school year. Those preparatory expenses will be treated as 1984-85 expenses.

covering costs actually incurred by CPS. Such payments shall be in addition to all other state and federal funds to which CPS may be entitled under law and regulations existing at the time of the submission of the vouchers.

4. MAINTAINING THE OPEN ENROLLMENT POLICY

(a) To assist in the reduction of racial isolation under this Agreement, the Cincinnati Board of Education's policy on Open Enrollment (5111.4) (attached as Exhibit F) shall remain in effect in substantially its current form. CPS "Open Enrollment Procedures" (attached as Exhibit G) may be revised from time to time as long as such revisions are consistent with the Board's open enrollment policy that all transfers improve racial balance in the receiving schools and not adversely affect racial balance in the sending schools.

(b) Each year CPS will undertake to inform all students of the availability of open enrollment transfers with a concentrated effort directed to eligible students in schools which reflect racial isolation. CPS will establish, in connection with the recruitment and counseling center to be established under Paragraph 3(d) above, information for distribution to students regarding the opportunities under the open enrollment policy.

(c) To guard against Special Transfers which may adversely affect racial balance, CPS will enforce procedures which relate to such transfers.

5. MAINTAINING STAFF RACIAL BALANCE

The Cincinnati Board of Education currently has in force a policy which requires that the staff in each of its schools has a racial composition which is within 5% of the racial composition of the staff in the district as a whole. The Board shall maintain that policy in effect and take the steps necessary to assure that it is enforced.

6. MAINTAINING UNBIASED TESTS AND POLICIES

The Cincinnati Board of Education currently has in force policies which require the unbiased application of discipline, and CPS currently has in force procedures to insure that tests administered throughout the district do not reflect cultural bias. Those policies and procedures will remain in force subject to any modifications determined by CPS to be necessary to assure their effectiveness. Recognizing that it is important that discipline be, and be perceived to be, fair and consistent for students of all groups, CPS will constitute a district-wide ad hoc discipline committee which will, on an annual basis beginning in 1985, review the CPS discipline policies. The results of that review will be conveyed to the CPS Superintendent by June 30 of each year. A representative designated by the NAACP will serve on that committee. CPS will also periodically review its system-wide tests to assure that they continue to meet prevailing professional standards and are being used in accordance with such standards.

7. ISOLATION THROUGH PLACEMENT OR CHOICE WITHIN BUILDINGS

The Parties recognize the importance of guarding against the racial isolation of students within school buildings. CPS currently has in effect policies to assure the unbiased placement of students within school buildings. Those policies will continue to be implemented and will be reviewed by CPS periodically to determine whether any modifications are necessary to assure their effectiveness.

8. IMPROVEMENTS IN LOW-ACHIEVING SCHOOLS

The Parties recognize that CPS is committed to a school system which strives for excellence in the academic pursuits of all of its students and that there is a particular need to address the educational needs of students in low-achieving schools. CPS will continue to target school improvement programs (e.g., Chapter I of E.C.I.A., D.P.P.F. and U.E.D.P.) to students in low-achieving schools. The Superintendent has developed and is developing special strategies for improving the basic skills of students in low-achieving schools while addressing the educational needs of low-achieving students wherever they are assigned. CPS will implement such a program at a total cost of approximately 5 million dollars over the seven year term of this Agreement.

CPS will seek to supplement the funds available for such a program through continued efforts to secure resources from foundations and other sources.

9. EXTRACURRICULAR ACTIVITIES

Students who are enrolled in a school other than their districted school shall be eligible for and encouraged to participate in all school programs (academic, athletic, extracurricular and other) and reasonable steps shall be taken to facilitate their participation. For example, participation in after-school activities will be facilitated by the provision where needed of extracurricular buses or other forms of transportation.

10. HOUSING

The Parties agree to take the following actions:

(a) Promptly after the entry of the Consent Decree, the Parties will submit letters to all local, state and federal agencies that have jurisdiction over housing or community development issues (such agencies are listed in Exhibit H attached hereto and are hereinafter referred to as "housing agencies"), informing them of the provisions of the decree and requesting advance notice of any proposed siting decision or other action which would have a potential impact on racial isolation in the public schools.

(b) Information provided by the housing agencies in response to the requests will be subjected to prompt analysis by each Party to determine the potential impact on racial isolation in the public schools.

(c) When the analyses are completed, the Parties will notify each other in writing of their findings as to potential impact (CPS and the NAACP will each designate its representative to whom this information will be communicated).

(d) In the event that CPS finds that a proposed action of a housing agency will have a potential adverse impact on racial isolation in the public schools, CPS will communicate its finding and concerns to the appropriate housing agency and will notify Plaintiffs' representative of the response to such communication.

11. PROVISIONS TO FACILITATE EFFECTIVE PERFORMANCE

The Parties agree to the following steps, designed to assure the effective performance of the Agreement:

A. The Appointment of a Facilitator

1. Selection of a Facilitator

(a) within 30 days of the entry of the Consent Decree, the Plaintiffs and CPS shall seek to agree on the selection of a Facilitator.

(b) if Plaintiffs and CPS are unable to agree upon the selection of a single Facilitator within the requisite 30 days, they may seek agreement upon the selection of two Facilitators.

(c) if no agreement is reached by Plaintiffs and CPS within the 30 day period, the selection of a Facilitator will be left to the Court.

2. The duties of the Facilitator shall be:

(a) to collect and analyze reports and other information pertinent to performance under the Agreement. The types of information which may be obtained from the CPS, the State or other government agencies are set forth in Exhibit I.

(b) to act as a clearinghouse to disseminate information to the Parties and to the public.

(c) to serve as a resource for the communitywide task force to be established pursuant to the provisions of subsection B of this paragraph.

(d) to file timely reports with the Court and the Parties on progress under the Agreement, including recommendations on any steps needed to assist in effective performance of the Agreement. The Facilitator shall not make any recommendations which are inconsistent with the provision above that CPS shall determine the means to be used in reducing racial isolation, unless such recommendations are requested by the Court.

3. Budget and Funding.

(a) Within 30 days after selection, the Facilitator, after consultation with the Parties and the Court, will develop and submit to the Parties a first school year plan for whatever staffing and budgeting are deemed necessary, including expenses incurred between the date of appointment and July 1, 1984. If the Parties are unable to agree on staff and budget, the matter will be submitted to the Court for resolution. Sixty days prior to the expiration of a given school year, the Facilitator shall submit to the Parties a budget for the ensuing school year. If the Parties are unable to agree on that budget, the matter will be submitted to the Court for resolution.

(b) CPS may be reimbursed for the expenses of the office of the Facilitator in accordance with Paragraph 3(g) above.

B. The Establishment of a Communitywide Task Force.

1. The objective of the Communitywide Task Force (hereinafter "Task Force") will be to mobilize and secure the widest possible support throughout the community for fair and effective performance of the Agreement. The Task Force may accomplish this objective by such means as: the dissemination of information about the opportunities and options made available to parents and students under this

Agreement; the dispelling of misinformation about the provisions of the Agreement; and, assistance in securing financial and technical support for CPS in carrying out this Agreement.

2. The Task Force shall consist of 14 members, drawn from business, labor, civic, religious, civil rights, education or other organizations in the community. Individuals who do not represent an organization will also be eligible to serve. The Plaintiffs and CPS shall each select seven members of the Task Force, and each shall seek to include one educator from a school district in Hamilton County. One of the members of the group selected by each Party for membership on the Task Force may serve on each of the CPS committees cited in this Agreement and any other non-Board CPS committees that have functions related to the effective performance of this Agreement, except the Superintendent's Cabinet and any other committee which deals with personnel matters. The Task Force will select its own Chairperson.

C. A Determination of the Need for Measures for the Resolution of Problems and Disputes.

Nine months after the entry of the Consent Decree, the Court will schedule a hearing for the purpose of determining whether problems or disputes arising under this Agreement are effectively being resolved. If, after hearing the presentations of the Parties and any recommendations of the Facilitator, as to the need for a dispute resolution mechanism, the Court determines that there is a need for the establishment of such a mechanism, it will enter an appropriate Order in that regard.

12. REMEDIES FOR BREACH OF AGREEMENT

In the event of breach of this Agreement, the remedy for such breach shall be through a suit seeking specific performance hereof. In the event that any decree for specific performance is not honored, the aggrieved Parties may seek appropriate relief through this Court's contempt powers. However, before a suit for specific performance shall be instituted, the Parties shall, for a period of 60 days following notice to all Parties of such alleged breach, undertake to negotiate such steps as can be taken to remedy the failure of any Party to meet the obligations of this Agreement.

The Parties recognize that in a suit brought for specific performance of this Agreement, the defense of impossibility of performance will be available.

In any proceedings to enforce this Agreement, no claim of de jure segregation shall be asserted against the Cincinnati School District, the Cincinnati Board of Education or any official employed thereby, or against the State Defendants, based upon any acts or omissions prior to the date of this Agreement, and the Plaintiffs agree that they, and the class they represent, are forever absolutely barred from asserting any claim based on acts or omissions that occurred prior to the date of this Agreement.

During the term of this Agreement, compliance with this Agreement shall be deemed to be compliance with the mandate of the 14th Amendment to the Constitution of the United States.

13. HEARING

The expiration date of this Agreement will be June 30, 1991, unless previously altered by agreement of the Parties and/or by Order of the Court. Not less than 30 or more than 60 days prior to the expiration of the Agreement, a hearing will be held before this Court for the purpose of determining, based upon any claims and/or defenses presented by the Parties, whether there has been compliance with the Agreement. If the Court finds that compliance has been achieved, it will dissolve the Decree. If the Court finds that compliance has not been achieved, it may retain jurisdiction and order such additional steps as it deems necessary and appropriate.

14. ESAA FUNDS

The Parties agree that promptly upon the entry of the Consent Decree they will jointly exercise their best efforts to obtain the release of the total funds held in escrow, plus accrued interest, by the United States Department of Education pursuant to Judge David S. Porter's Orders of June 21, 1974 and June 24, 1976, in the case styled Board of Education of the City School District of the City of Cincinnati v. Department of Health, Education and Welfare, Civil Action No. C-1-74-185.

15. RESOLUTION OF ISSUES

Upon the incorporation of this Agreement into a Consent Decree, this Action against the Board, Superintendent and State Defendants will be dismissed with prejudice.

This Settlement Agreement resolves all issues in this Action between the Parties relating to alleged acts and practices of discrimination by the Board and Superintendent and the State Defendants at any time prior to the date of this Agreement, as well as any future effects of such acts and practices.

EXHIBITS--TABLE OF CONTENTS

Exhibit A - Taeuber Dissimilarity Index
Exhibit B - Policy 5111.3
Exhibit C - Policy 5116.1
Exhibit D - "Procedures & Operations"
Exhibit E - Estimated Budget
Exhibit F - Policy 5111.4
Exhibit G - Open Enrollment Procedures
Exhibit H - List of Federal, State, County & City Agencies
Exhibit I - Information To Be Collected and Analyzed By Facilitator

EXHIBIT

A

TAEUBER DISSIMILARITY INDEX

$$D = 1/2\ (100) \sum \left| \frac{N_i}{N} - \frac{W_i}{W} \right|$$

where N_i = number of black pupils in the ith school;

$N = \sum N_i$ = total number of black pupils in the district

W_i = number of white pupils in the ith school;

$W = \sum W_i$ = total number of white pupils in the district

"Indexes of Racial Residential Segregation for 109 Cities in the United States, 1940 to 1970" by A. Sorensen, K. E. Taeuber, and L. J. Hollingsworth, Jr., *Sociological Focus*, *8*, 125, 1975.

EXHIBIT

B

STUDENTS 5111.3

Admission to Alternative Programs

Alternative programs in the Cincinnati Public Schools are designed to provide options for children relative to curricular emphasis, learning and teaching styles, structure, learning outcomes, and other factors which may distinguish alternative programs from the conventional program. The system will provide the best information available about each alternative program for all pupils. On this basis, a student's interest in a given alternative will be a major factor in determining admission.

A second major factor in determining admission is the meeting of basic eligibility requirements, including pupil age or grade level.

The achievement of racial balance within an alternative program is a third major factor in admission. The goal is for each alternative program to have the maximum racial balance consistent with the other objectives of the program. To the extent that qualified applicants must be rejected from a given alternative program or school because of capacity limitations, rejections from each alternative will be selected in such a way so that the enrollment of each alternative program or school will tend to substantially reflect the racial characteristics of the district as a whole.

Adopted: 6/9/75

A-25

EXHIBIT

C

5116.1

STUDENTS

Retention in Alternative Programs

Upon enrollment, it is assumed the student will remain in the selected alternative until completion of the total program. Students are free, however, to withdraw and return to their district school at any time they feel the program no longer meets their needs. Preferably, withdrawals should be effected at the end of the ongoing quarter.

Student who are evaluated as unsuccessful in an alternative program may be counseled back to a regular (or other alternative) program. Any change in program requires pupil and parent consent. Certain alternative programs may pose special exceptions to this latter rule. For example, a student who violates codes of conduct or dress which are intrinsic to a Fundamental School could be returned to the district school without parental permission.

Adopted: 6/9/75

EXHIBIT
D

ALTERNATIVE PROGRAMS

CINCINNATI PUBLIC SCHOOLS

PROCEDURES & OPERATIONS

230 E. NINTH ST., CINCINNATI, OHIO 45202 / (513)369-402

BEST COPY AVAILABLE

EXHIBIT

E

Estimated Budget
(In Millions of Dollars)

	Seven Year Totals
New and Expanded Alternative Programs	29.0
Planning	
Staffing	
Equipment	
Facilities	
Inservice	
Transportation	
Supplies and Materials	
Continuation of Existing Alternative Programs	71.0
Staffing	
Equipment	
Facilities	
Inservice	
Transportation	
Supplies and Materials	
Ancillary Programs	
Community Education	1.0
Basic Skills Improvement	5.0
Seven Year Total	106.0

EXHIBIT

STUDENTS F 5111.4

Open Enrollment

The open enrollment in effect in the Cincinnati Public Schools is designed to serve as one means of improving racial balance within the pupil population of the schools.

Transportation arrangements for open enrollment students shall be made in accordance with transportation policies of the board of education.

In achieving the goal of racial balance, within the open enrollment program, the following criteria shall be adhered to:

1. The pupil assignment will improve racial balance in the receiving school and does not adversely affect the racial balance of the sending school.
2. The pupil assignment will not adversely affect the pupil capacity of the receiving school. Senior high schools function as an exception to this arrangement. Space will be provided in senior high schools for all otherwise eligible pupils applying on or before April 30 for the next school year. Subsequent applications will be placed on a waiting list for consideration as seats become available.
3. Only one open enrollment assignment will be approved in the same school year for each pupil.
4. Pupils assigned to a school under this policy are expected to remain in the school assigned until the completion of the grade levels available at that school, and the school will be considered the school of assignment until reassignment occurs.
5. The open enrollment admission plan does not apply to Walnut Hills School or to alternative programs.

The superintendent shall establish procedures designed to carry out this policy. Pupils accepting open enrollment school assignments shall abide by the provisions of those procedures.

Adopted: 6/27/77
Revised: 1/25/82

A-29

EXHIBIT

G

OPEN ENROLLMENT PROCEDURES

CINCINNATI PUBLIC SCHOOLS
Department of Curriculum and Instruction

June, 1983

EXHIBIT

H

HOUSING AGENCIES

Federal

1. Department of Housing & Urban Development
2. Department of Transportation

State

1. Ohio Housing Authority
2. Dept. of Economic Development
3. Ohio Housing Development Commission Board
4. OKI - Ohio/Kentucky/Indiana Regional Planning Commission

County

1. Hamilton County Community Development Dept.
2. Hamilton County Regional Planning Dept.
3. Regional Planning Commission
4. Zoning Board of Appeals
5. CMHA - Cincinnati Metropolitan Housing Authority

City

1. Dept. of Neighborhood Conservation and Housing
2. City Planning Commission
3. Office of Relocation

EXHIBIT

I

INFORMATION TO BE COLLECTED AND ANALYZED BY THE FACILITATOR

The types of information to be collected and analyzed by the Facilitator shall be pertinent to the performance of this Agreement and may include: CPS' annual calculation of the Taeuber Index at each level, pursuant to Paragraph 2, including the data on which the calculations are based and data showing for each school the identity of the students' sending school; CPS' plans for the development and location of new and expanded alternatives under Paragraph 3, including recommendations of the Alternative Schools Committee; data on State funding under Paragraph 3; data on open enrollment and other transfers permissible under other policies under Paragraph 4; data on faculty and other staff under Paragraph 5; data on discipline and testing under Paragraph 6; data on placement of students under Paragraph 7; data on achievement levels and programs to aid low-achieving students under Paragraph 8; data on treatment of students in extracurricular activities under Paragraph 9; and, data on housing under Paragraph 10.

APPENDIX B, No. 1

Percent Black Membership

APPENDIX B No. 2

Taeuber Index Report

A REPORT ON TAEUBER INDEX VALUES
1984-85 THROUGH 1990-91
FOR THE
CINCINNATI PUBLIC SCHOOLS

Prepared by: Elizabeth L. Elsey
Associate Director
Planning, Research and Evaluation

November 1990

A REPORT ON TAEUBER INDEX VALUES
1984-85 THROUGH 1990-91

INTRODUCTION

The major goal of the 1984 Bronson Settlement Agreement was to reduce racial isolation in the Cincinnati Public Schools. The measure of racial isolation agreed upon was the Taeuber Index of Dissimilarity which, in essence, compares the racial balance of each school with the racial balance of the school system as a whole. The index was calculated according to the formula contained in Exhibit A of the Agreement (see Appendix A).

Taeuber Index values which would represent successful reduction of racial isolation were spelled out in the Agreement for each level of instruction. Specifically, a Taeuber Index value of 36.5 for elementary, a value of 36.0 for the middle and junior high schools and an index value of 34.0 for the senior high schools were identified as index goals for the seven years of the settlement agreement.

Mathematically, the range of value for the Taeuber Index is zero to 100. A value of zero would indicate that the schools were perfectly balanced with regard to race, i.e., each school would demonstrate the same racial balance as existed for the system as a whole. A value of 100 would indicate total segregation. Only two races can be represented in the formula. Since less than 2% of Cincinnati Public School students are Asian, native American or Hispanic, the decision was made to include these students with white students. The two racial categories for the formula then, were black and non-black.

During the first week in October, membership counts (average daily membership or ADM) are taken at each school under the procedures established by Dr. Joseph Timmons, Associate Director of Administrative Research in the

Planning, Research and Evaluation Branch. The Taeuber Index values are then calculated based on the level of instruction, elementary, junior/middle and senior high, and these enrollment figures. The determination of level was based on the level for the highest number of grades at a school. For example, a K-8 school was considered an elementary school.

Results

The Taeuber Index values for the 1990-91 school year will be discussed by level. The enrollment figures used to calculate the indices may be found in Appendix B.

Elementary Schools

At the elementary school level, the Taeuber Index value based upon the October count of students was six tenths of a point (37.1) above the settlement agreement goal (36.5).

One factor which impeded the continued reduction of the index was the influx of kindergarten students in the fall. With the enactment of Senate Bill 140, effective July 1, 1990, kindergarten attendance was mandatory prior to admittance to first grade. This added just over 300 new kindergarten students to the rolls of the Cincinnati Public Schools. Kindergarten students, in general, have an increasing effect on school index values. If this grade level is removed from the ADM, the elementary Taeuber Index is calculated at 36.3. The net effect of these additional students was to increase the impact of kindergarten enrollment on the Taeuber Index (57% of the school index values were increased by kindergarten this year as opposed to 51% of the school values last year).

Through a special effort in late October and November, students whose earlier applications for alternative programs had not been accepted due to lack of space were given another opportunity to enroll at Alternative sites where full enrollment had not been reached. This effort was made to insure accomplishment of the Taeuber goal at the elementary school level. Another enrollment count was then taken and the effect was to reduce the elementary Taeuber Index to 36.0. Thus, 103% of the Taeuber Index goal was met.

Junior High/Middle Schools

The seven year tracking of the Taeuber Index for junior high/middle schools (Table 1) reflects the successful reduction to 32.2 index points which is well below the settlement agreement goal of 36.0. In fact, 149% of the index change required was accomplished.

Senior High Schools

At the senior high school level also, the goal (34.0) was reached and exceeded. The Taeuber Index was calculated at 30.2 at this level. Of the index point reduction needed at this level, 146% was accomplished.

As a point of interest, a twenty-five year view of the Cincinnati Public School Taeuber Indices may be found in Appendix C. The total index reduction at elementary school level since 1965-66 has been almost 40 points, at the junior high/middle schools almost 30 points and at the senior high schools almost 16 points (22 points from the highest level in 1973-74). For all schools without consideration of level, the Taeuber Index value has dropped 34 points over the twenty-five years.

Table 1. Taeuber Index Values of Cincinnati Public Schools From 1983-84 to 1990-91.

Level	1983-84*	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90	1990-91		Bronson Goal
								Oct.	Nov.	
Elementary	52.9	49.6	48.6	44.7	43.5	40.4	37.0	37.1	36.0	36.5
Junior/Middle	43.8	43.4	42.4	41.1	40.5	33.7	32.6	32.2	—	36.0
Senior	42.3	38.9	37.5	39.4	39.5	42.3	37.2	30.2	—	34.0

* Baseline index values.

Table 2. Percentage of Taeuber Index Reduction Accomplished, 1983-84* to 1990-91.

	1983-84 to 1990-91		
Level	Index Change Needed to Meet Goal	Index Change Accomplished	Percent of Goal Accomplished
Elementary	16.4	16.9	103%
Junior/Middle	7.8	11.6	149%
Senior	8.3	12.1	146%

* Baseline index values from which change was measured.

Correction 11/29/90

Taeuber Index Values Calculated by Alternate Method

The Community-wide Task Force, created by the Bronson Settlement Agreement, has requested that index values be calculated by another method as well. Although the same formula is used, buildings which contain both neighborhood and alternative programs or two or more alternative programs are separated and considered as separate buildings. An exception to this school division occurs when the students in the two or more programs spend the greater part of each day with each other. If the students intermingle for 50% of the day or more in instructional or non-instructional activities, the school is considered as one for the purposes of these calculations.

There are sixteen elementary schools, four junior high/middle schools and three senior high schools which contain more than one program. The enrollment in these programs and percentage of time in which students are intermingled may be found in Table 4. The enrollment data is collected by methods determined by the Administrative Research Section of the Planning, Research and Evaluation Branch. The principals provide the specific information about the percentage of time the two program students spend together.

The results of these calculations indicate that when the programs within a building are separated, these unofficial values are slightly higher (see Table 3). Even with this method, however, the Settlement Agreement goals are met at the junior high/middle school and senior high school levels.

Table 3. Traditional and Alternate Taeuber Index Values, 1990-91.

Level	Traditional Method		Alternate* Method		Difference	
	Oct.	Nov.	Oct.	Nov.	Oct.	Nov.
Elementary	37.1	36.0	37.8	**	+0.7	**
Junior High/Middle	32.2	--	32.4	--	+0.2	--
Senior High	30.2	--	30.4	--	+0.2	--

* Where alternative and neighborhood programs or two or more alternative programs were contained in a single building, the programs were considered as separate buildings. When students intermingled in these programs for more than 50% of the day, the program enrollments were combined. This was the case for:

Elementary - Heberle Extended Day,
Junior High/Middle - Dater College Readiness, and
Senior High - Hughes Alternative Programs - Grades 9 and 10 only.

** These values will be provided at a later date.

Table 4. 1990-91 Enrollment in Alternative Programs.

LEVEL: ELEMENTARY

SCHOOL	PROGRAM	NUMBER OF STUDENTS			PERCENTAGE OF INTERMINGLING
		BLACK	WHITE	TOTAL	
Anderson Place	College Preparatory	31	39	70	38%
Bond Hill	College Preparatory	57	5	62	19%
Bramble	I.P.S.I.P.	101	23	124	38%
Burton	College Preparatory	55	3	58	33%
C.A.P.E. Pri.	Cincinnati Academy of Physical Education	400	140	540	Total School Program
Carson	Montessori	111	133	244	25%
Carthage	French Bilingual	232	139	371	Total School Program
Chase	Intermediate Demonstration	532	302	834	Total School Program
Cheviot	Spanish Bilingual	186	213	399	Total School Program
Clifton	Multi-Age	387	246	633	Total School Program
College Hill	Fundamental Academy	299	205	504	Total School Program
Covedale	College Preparatory	76	161	237	11%
Douglass	Reading/Language Arts	487	113	600	Total School Program
Eastern Hills	I.G.E.	451	287	738	Total School Program
Eastwood	Paideia	204	137	341	Total School Program
Fairview	German Bilingual	317	331	648	Total School Program
Hartwell	Spanish Bilingual	130	83	213	10%
Heberle	Extended Day	22	21	43	55%

Table 4. 1990-91 Enrollment in Alternative Programs (cont'd.)

LEVEL: ELEMENTARY

SCHOOL	PROGRAM	NUMBER OF STUDENTS			PERCENTAGE OF INTERMINGLING
		BLACK	WHITE	TOTAL	
Heinold	I.G.E.	355	128	483	Total School Program
Linwood	Fundamental Academy	139	148	287	Total School Program
Midway	French Bilingual	120	122	242	14%
Mt. Airy	Spanish Bilingual	136	85	221	12%
Mt. Washington	French Bilingual	82	286	368	21%
North Avondale	Montessori	256	253	509	Total School Program
Pleasant Hill	I.P.S.I.P.	233	93	326	17%
	College Preparatory	69	38	107	17%
Pleasant Ridge	Spanish Bilingual	161	106	267	11%
Quebec Heights	Cincinnati Academy of Mathematics and Science	287	301	588	Total School Program
Roberts	Paideia	353	497	850	Total School Program
Roll Hill	Reading/Language Arts	278	201	479	Total School Program
Roselawn/Condon	College Preparatory	132	100	232	26%
Sands	Montessori	303	366	669	Total School Program
Sawyer	World Languages	207	128	335	10%
	Bilingual Academy	355	290	645	10%
Schiel	Primary Arts Enrichment	202	166	368	Total School Program
Silverton	I.G.E.	459	66	525	Total School Program
Swifton	Spanish Bilingual	57	54	111	25%
Woodford	I.G.E.	214	177	391	Total School Program

Table 4. 1990-91 Enrollment in Alternative Programs (cont'd.)

LEVEL: JUNIOR HIGH/MIDDLE SCHOOL

SCHOOL	PROGRAM	NUMBER OF STUDENTS BLACK	WHITE	TOTAL	PERCENTAGE OF INTERMINGLING
Dater	College Readiness	61	126	187	50%
Peoples	College Readiness	68	28	96	27%
Porter	College Readiness	26	13	39	40%
Schwab	College Readiness	65	35	100	39%
Shroder	Paideia	384	221	605	Total School Program

LEVEL: SENIOR HIGH SCHOOLS

SCHOOL	PROGRAM	NUMBER OF STUDENTS BLACK	WHITE	TOTAL	PERCENTAGE OF INTERMINGLING
C.A.P.E.	Cincinnati Academy of Physical Education	596	342	938	Total School Program
Hughes	Paideia	199	95	294	(Gr. 9-10) 50%/ (Gr. 11) 16%
	Communications	126	92	218	(Gr. 9-10) 51%/ (Gr. 11) 15%
	Computers Unlimited	173	103	276	(Gr. 9-10) 51%/ (Gr. 11-12) 15%
	Health Professions	140	73	213	(Gr. 9-10) 51%/ (Gr. 11) 15%
S.C.P.A.	School for the Creative and Performing Arts	625	566	1191	Total School Program
Withrow	International Studies	516	214	730	40%
Woodward	Cincinnati Academy of Mathematics and Science	379	87	466	(Gr. 7-8) 18%/ (Gr. 9-12) 45%

APPENDIX A

CALCULATION OF TAEUBER

EXHIBIT

A

TAEUBER DISSIMILARITY INDEX

$$D = 1/2\ (100) \sum \left| \frac{N_i}{N} - \frac{W_i}{W} \right|$$

where N_i = number of black pupils in the $i^{\underline{th}}$ school;

$N = \sum N_i$ = total number of black pupils in the district

W_i = number of white pupils in the $i^{\underline{th}}$ school;

$W = \sum W_i$ = total number of white pupils in the district

"Indexes of Racial Residential Segregation for 109 Cities in the United States, 1940 to 1970" by A. Sorensen, K. E. Taeuber, and L. J. Hollingsworth, Jr., Sociological Focus, 8, 125, 1975.

APPENDIX B

ENROLLMENT BY RACE AND SCHOOL: OCTOBER ADM COUNT, 1990

ENROLLMENT BY RACE AND SCHOOL: NOVEMBER ADM COUNT, 1990
ELEMENTARY ONLY

OCTOBER - ELEMENTARY SCHOOLS - 1990-91

SCHOOL	BLACK	WHITE	TOTAL	% BLACK
ANDERSON PLACE	451	220	671	67.21
BOND HILL	419	35	454	92.29
BRAMBLE	249	68	317	78.55
BURTON ACADEMY	532	14	546	97.44
CARSON	125	224	349	35.82
CARTHAGE	232	139	371	62.53
CENTRAL FAIRMOUNT	321	337	658	48.78
CHASE INTERMEDIATE	532	302	834	63.79
CHEVIOT	186	213	399	46.62
CLIFTON	387	246	633	61.14
COLLEGE HILL	299	205	504	59.33
COVEDALE	163	519	682	23.90
DOUGLASS	487	113	600	81.17
EASTERN HILLS	451	287	738	61.11
EASTWOOD	204	137	341	59.82
FAIRVIEW	317	331	648	48.92
HARTWELL	272	225	497	54.73
HAYS	414	64	478	86.61
HEBERLE	523	268	791	66.12
HEINOLD	355	128	483	73.50
HOFFMAN	338	2	340	99.41
HYDE PARK	220	75	295	74.58
KILGOUR	181	257	438	41.32
KIRBY ROAD	295	284	579	50.95
LINWOOD	139	148	287	48.43
LOSANTIVILLE	267	97	364	73.35
MCKINLEY	27	228	255	10.59
MIDWAY	235	356	591	39.76
MILLVALE	297	29	326	91.10
MT.AIRY	436	256	692	63.01
MT.WASHINGTON	156	440	596	26.17
NORTH AVONDALE	256	253	509	50.29
NORTH FAIRMOUNT	434	87	521	83.30
OYLER	212	281	493	43.00
PARHAM	429	40	469	91.47
PLEASANT HILL	484	161	645	75.04
PLEASANT RIDGE	377	168	545	69.17
QUEBEC HEIGHTS	287	301	588	48.81
ROBERTS	353	497	850	41.53
ROCKDALE	554	8	562	98.58
ROLL HILL	278	201	479	58.04
ROOSEVELT	214	179	393	54.45
ROSELAWN-CONDON	479	208	687	69.72
ROTHENBERG	439	50	489	89.78
SANDS MONTESSORI	303	366	669	45.29
SAYLER PARK	59	494	553	10.67
SAWYER-CBA	562	418	980	57.35
SCHIEL-PSAE	202	166	368	54.89
SILVERTON	459	66	525	87.43
SOUTH AVONDALE	367	4	371	98.92
SWIFTON	279	56	335	83.28
TAFT	436	4	440	99.09
VINE	319	46	365	87.40
WASHBURN	386	137	523	73.80
WASHINGTON PARK	292	179	471	62.00
WESTWOOD	165	593	758	21.77
WHITTIER	271	353	624	43.43
WINDSOR	327	15	342	95.61
WINTON PLACE	486	30	516	94.19
WINTON TERRACE-CAPE	400	140	540	74.07
WOODFORD	214	177	391	54.73
TOTAL	19833	11925	31758	62.45

OCTOBER - JUNIOR/MIDDLE SCHOOLS - 1990-91

SCHOOL	BLACK	WHITE	TOTAL	% BLACK
BLOOM	252	73	325	77.54
CREST HILLS	323	39	362	89.23
DATER	333	585	918	36.27
GAMBLE	331	178	509	65.03
MERRY	457	39	496	92.14
PEOPLES	438	112	550	79.64
PORTER	240	186	426	56.34
SCHWAB	408	172	580	70.34
SHRODER	384	221	605	63.47
TOTAL	3166	1605	4771	66.36

OCTOBER - HIGH SCHOOLS - 1990-91

SCHOOL	BLACK	WHITE	TOTAL	% BLACK
AIKEN	1080	335	1415	76.33
TAFT HIGH	699	302	1001	69.83
HUGHES	668	375	1043	64.05
SCPA	625	566	1191	52.48
CLARK ACADEMY	156	56	212	73.58
WALNUT HILLS	816	1510	2326	35.08
WESTERN HILLS	1211	1045	2256	53.68
WITHROW	1559	513	2072	75.24
WOODWARD	1429	139	1568	91.14
CAPE	596	342	938	63.54
TOTAL	8839	5183	14022	63.04

NOVEMBER - ELEMENTARY SCHOOLS - 1990-91

SCHOOL	BLACK	WHITE	TOTAL	% BLACK
ANDERSON PLACE	432	229	661	65.36
BOND HILL	420	36	456	92.11
BRAMBLE	239	85	324	73.77
BURTON ACADEMY	519	18	537	96.65
CARSON	133	223	356	37.36
CARTHAGE	226	131	357	63.31
CENTRAL FAIRMOUNT	319	349	668	47.75
CHASE INTERMEDIATE	520	302	822	63.26
CHEVIOT	191	206	397	48.11
CLIFTON	378	250	628	60.19
COLLEGE HILL	299	207	506	59.09
COVEDALE	164	526	690	23.77
DOUGLASS	488	117	605	80.66
EASTERN HILLS	450	281	731	61.56
EASTWOOD	217	142	359	60.45
FAIRVIEW	314	333	647	48.53
HARTWELL	293	224	517	56.67
HAYS	411	57	468	87.82
HEBERLE	494	295	789	62.61
HEINOLD	359	129	488	73.57
HOFFMAN	343	2	345	99.42
HYDE PARK	227	77	304	74.67
KILGOUR	184	258	442	41.63
KIRBY ROAD	302	288	590	51.19
LINWOOD	159	148	307	51.79
LOSANTIVILLE	263	97	360	73.06
MCKINLEY	20	226	246	8.13
MIDWAY	231	362	593	38.95
MILLVALE	315	27	342	92.11
MT.AIRY	437	242	679	64.36
MT.WASHINGTON	160	437	597	26.80
NORTH AVONDALE	255	255	510	50.00
NORTH FAIRMOUNT	444	84	528	84.09
OYLER	222	279	501	44.31
PARHAM	420	52	472	88.98
PLEASANT HILL	486	163	649	74.88
PLEASANT RIDGE	365	179	544	67.10
QUEBEC HEIGHTS	312	302	614	50.81
ROBERTS	357	480	837	42.65
ROCKDALE	549	15	564	97.34
ROLL HILL	272	200	472	57.63
ROOSEVELT	201	179	380	52.89
ROSELAWN-CONDON	469	232	701	66.90
ROTHENBERG	451	55	506	89.13
SANDS MONTESSORI	291	372	663	43.89
SAYLER PARK	60	496	556	10.79
SAWYER-CBA	568	437	1005	56.52
SCHIEL-PSAE	236	162	398	59.30
SILVERTON	436	71	507	86.00
SOUTH AVONDALE	364	2	366	99.45
SWIFTON	283	58	341	82.99
TAFT	445	4	449	99.11
VINE	320	39	359	89.14
WASHBURN	384	138	522	73.56
WASHINGTON PARK	277	191	468	59.19
WESTWOOD	158	593	751	21.04
WHITTIER	253	342	595	42.52
WINDSOR	307	13	320	95.94
WINTON PLACE	466	33	499	93.39
WINTON TERRACE-CAPE	383	153	536	71.46
WOODFORD	235	177	412	57.04
TOTAL	19776	12060	31836	62.12

APPENDIX C

TAEUBER INDEX VALUES ACROSS TIME FROM 1965-66 TO 1990-91

TAEUBER INDEX VALUES ACROSS TIME FROM 1965-66 TO 1990-91

			Elementary	Junior/Middle	Senior High	All Schools
	1965-66		77	62	46	69
	1966-67		NA	NA	NA	NA
	1967-68		77	59	47	68
	1968-69		77	59	47	68
	1969-70		74	58	49	67
	1970-71		74	62	50	67
	1971-72		NA	NA	NA	NA
	1972-73		76	68	55	70
	1973-74		76	72	56	71
	1974-75		76	68	55	69
	1975-76		73	67	52	67
	1976-77		NA	NA	NA	NA
	1977-78		69	62	53	64
	1978-79		68	56	52	62
	1979-80		63	50	48	57
	1980-81		56.6	47.2	45.2	51.9
	1981-82		NA	NA	NA	NA
	1982-83		55.6	44.8	43.8	50.4
	1983-84		52.9	43.8	42.3	48.2
SETTLEMENT AGREEMENT	1984-85		49.6	43.4	38.9	45.8
	1985-86		48.6	42.4	37.5	44.7
	1986-87		44.7	41.1	39.4	43.0
	1987-88		43.5	40.5	39.5	42.5
	1988-89		40.4	33.7	42.3	40.5
	1989-90		37.0	32.6	37.2	36.6
	1990-91	OCT.	37.1	32.2	30.2	34.9
		NOV.	36.0			

APPENDIX C

Nondiscrimination Statement

The Cincinnati Public Schools provides equal educational and employment opportunities for all people without regard to race, color, national origin, religion, gender or handicap. For additional information, contact the Title IX Coordinator or Section 504 Coordinator at 369-4000.

Planning,
Research &
Evaluation Branch

Alternative Programs

An
Evaluation
Report
1989-90

Prepared by
Mr. Jerry W. Moore

November 1990

Cincinnati Public Schools
Office of the Superintendent

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EXECUTIVE SUMMARY
ALTERNATIVE PROGRAMS
CINCINNATI PUBLIC SCHOOLS
1989-1990

Alternative programs in the Cincinnati Public Schools for the 1989-90 school year continued to contribute to the school district's efforts in providing quality integrated educational opportunities for students in grades K-12. The total number of alternative school program offerings increased to 50 by the addition of three new programs and the elimination of two. The number of students attending alternative programs was 19,169, an increase of 421 over the previous school year, and 58% of the students in these programs were black.

A total of 12,459 alternative program applications were received from 8744 students for the 1989-90 school year. Fifty-six percent of the students submitting applications were accepted into an alternative program.

Almost 50% of all alternative students scored as well as or better than the national norm on standardized tests in reading, language and mathematics. A higher percentage of alternative program students scored at or above the national norm in reading, language and mathematics than non-alternative students. Neither alternative nor non-alternative students met the expected achievement gain over last year's achievement scores in reading, language or mathematics. Overall, the achievement progress made was similar for both groups of students and slightly less than the progress made in the previous school year.

Alternative program students, their parents, and teachers all held more positive attitudes toward school and toward school safety and discipline than their peers in non-alternative programs. The interracial understanding of alternative students, their parents and teachers was also more positive than for their non-alternative peers.

Budget allocations for program staff, in excess of regular school staffing formulas, totaled approximately ten million three hundred thousand dollars for the 1989-90 school year. An additional amount of approximately one and one-half million dollars was allocated to alternative programs for non-personnel costs. The sources of these funds were the General Fund and the Bronson Settlement Agreement.

ALTERNATIVE PROGRAMS
1989-1990

Introduction

For more than one hundred years, the dominant pattern of school assignment has been for children to attend schools in their neighborhood. Certainly, there have always been exceptions to this prevailing pattern with the existence of private and parochial schools, evening schools, and area vocational schools. For the majority of families, however, assignment to neighborhood public schools has been the norm. During the last twenty years, the Cincinnati city school district has provided alternative programs as an option to attendance at neighborhood schools. Alternative programs[1] have increased in popularity throughout the country in recent years.

Applications for entrance into alternative programs are received from students regardless of where they may reside within the Cincinnati school district boundaries. Acceptance into programs is based primarily on application date and race. Principals are directed to use a selection process which will result in an optimal racial balance.

The first alternative program in the Cincinnati Public Schools was begun two decades ago in September 1970. The Individual Progress and Social Impact Program[2] continues today at its original two sites. Since 1970, 55 new alternative school programs have been started. Some of these programs have changed sites during this time and other programs at certain school sites have been closed.

The 1984 Bronson Settlement Agreement between the Cincinnati Board of Education and the National Association for the Advancement of Colored People requires the establishment of new alternative programs to assist in meeting the goals of the agreement. Since this agreement was reached, 13 new alternative programs have been started. Each of these programs has existed for 6 years or less (see Table 1).

---

[1] Alternative programs and magnet programs are synonymous terms. Magnet program or magnet school is the preferred term of the federal government and many other school districts throughout the country.

[2] This program began as a Title III pilot project. It was designated an alternative program in 1973.

For the 1989-90 school year, the City-Wide Law, Government and Communications Academy was incorporated into the new Paideia program at Hughes Center[3]. Also, two additional career development programs were opened at Hughes Center, one for health professions and the other for professions in communications. For the 1989-90 school year there were 50 alternative programs; there were 24 unique programs in operation at 45 different school sites. Shown in Table 1 are all of these current alternative school programs, their respective school sites and the total years in existence of each program.[4] Displayed in Figure 1 is the number of alternative programs operated each school year beginning with 1984-85.

The purpose of this report is to summarize evaluative data on alternative programs in the Cincinnati Public Schools and to provide information to support the decision-making processes related to these programs. Enrollment data, achievement status, achievement gains, attitude survey results and estimated costs are presented for the alternative programs operating during the 1989-90 school year. Most of these data came from records maintained in the Planning, Research and Evaluation Branch. Data on the number of student applications and excess program costs were obtained from the Alternative/Settlement Office.

---

[3] Hughes High School was closed at the end of the 1988-89 school year. In 1989-90 the building was reopened as Hughes Center housing four alternative programs: the Paideia High School, the High School for the Communications Professions, the High School for the Computer Professions (formerly named Computers Unlimited) and the High School for the Health Professions.

[4] All tables in this report in which data for all alternative programs are reported list alternative programs in alphabetical order. Elementary and secondary school sites with the same alternative program are grouped together. However, three headings describing some programs are used: Arts Enrichment, Career Development and Foreign Language and Culture. When possible, aggregated statistics are reported for each unique alternative program and for the groupings of programs under the three aforementioned headings.

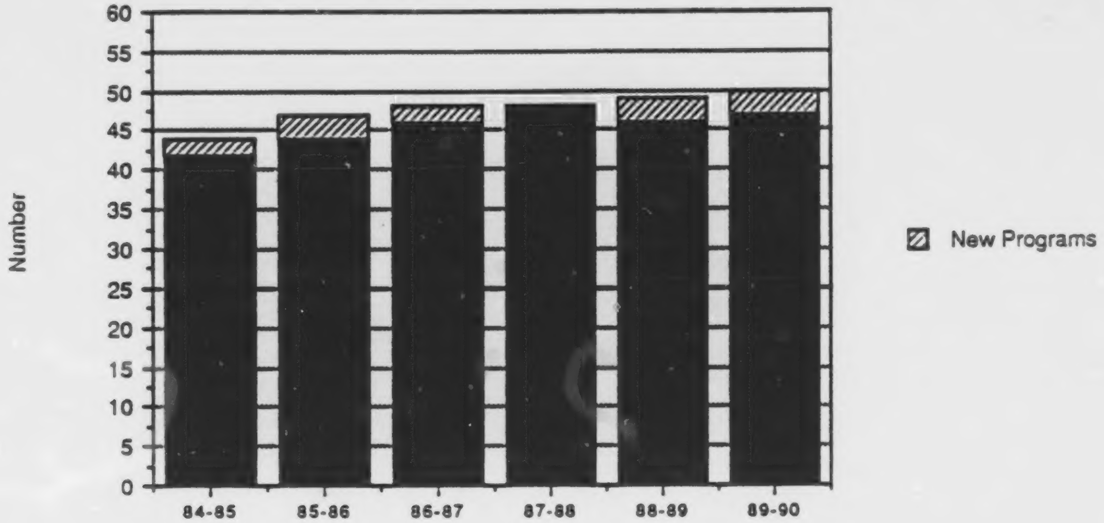
Table 1. Principal and Total Number of Years of the Existence of Each Alternative Program, June 1990.

Program/Location		Total(T)/ Partial(P) School Program	Area	Principal 1988-89	School Year Established	Total Years of Program's Existence
Arts Enrichment						
• **Primary School for Arts Enrichment**						
Schiel	(K-3)	T	3	Janet Parker	1985-1986	5
• **School for Creative and Performing Arts**						
SCPA	(4-12)	T	1	William Dickinson	1973-1974 1976-1977*	17
Career Development						
• **High School for the Communication Professions**						
Hughes Center	(9-10)	P	3	Rosa Blackwell	1989-1990	1
• **High School for the Computer Professions**						
Hughes Center	(9-12)	P	3	Rosa Blackwell	1984-1985	6
• **High School for the Health Professions**						
Hughes Center	(9-10)	P	3	Rosa Blackwell	1989-1990	1
• **Cincinnati Academy of Mathematics and Science**						
Quebec Heights	(K-6)	T	1	Melody Dacey	1988-1989	2
Woodward	(7-12)	P	3	J. Michael Brandt	1975-1976 1977-1978*	15
• **Cincinnati Academy of Physical Education**						
Winton Terrace	(K-5)	T	2	Barbara Shells	1985-1986	5
C.A.P.E.	(6-12)	T	2	Doris Frye	1977-1978	13
• **Elementary College Preparatory**						
Anderson Place	(4-6)	P	3	Alan James	1980-1981	10
Bond Hill	(4-6)	P	3	Marva Mitchell	1976-1977	14
Burton	(4-6)	P	2	Dennis McNeal	1975-1976	15
Covedale	(4-6)	P	1	Mary Jo Kell	1975-1976	15
Pleasant Hill	(4-6)	P	2	Henri Frazier	1976-1977	14
Roselawn/Condon	(4-8)	P	2	John Knoechel	1975-1976	15
• **Elementary Individually Guided Education**						
Eastern Hills	(K-8)	T	3	Annie Chr	1972-1973 1978-1980*	18
Heinold	(K-8)	T	1	Rita Swegman	1977-1978	13
Silverton	(K-6)	T	3	D. Rossman Turpeau	1975-1976	15
Woodford	(K-3)	T	3	Gwendolyn Walton	1976-1977	14
• **Extended Day Enrichment**						
Heberle	(K-6)	P	1	Henri Bradshaw	1984-1985	6
Foreign Language and Culture						
• **Academy of World Languages**						
Sawyer	(K-5)	T	3	Gwendolyn Robinson	1985-1986 1987-1988*	5
• **Cincinnati Bilingual Academy**						
Sawyer	(6-8)	T	3	Gwendolyn Robinson	1974-1975 1985-1986*	16

Table 1. (Cont'd.)

Program/Location	Total(T)/ Partial(P) School Program	Area	Principal 1988-89	School Year Established	Total Years of Program's Existence
• **French Bilingual**					
Carthage (K-5)	T	2	Janet Weingartner	1979-1980	11
Midway (K-5)	P	1	Maxine Watson	1975-1976 1978-1979*	15
Mt. Washington (K-5)	P	3	Gerald Porter	1983-1984	7
• **German Bilingual**					
Fairview (K-5)	T	3	Frederick Veidt	1974-1975 1976-1977*	16
• **International Studies Academy**					
Withrow (9-12)	P	3	Dixon Edwards	1980-1981	9
• **Spanish Bilingual**					
Cheviot (K-6)	T	1	Thomas Webb	1983-1984	7
Hartwell (K-5)	P	2	James Gunn	1975-1976	15
Mt. Airy (K-5)	P	2	Meredythe Flynn	1976-1977	14
Pleasant Ridge (K-5)	P	2	Roman Walton	1976-1977	14
Swifton (K-5)	P	2	Clio Houp	1976-1977	14
• **Fundamental Academy**					
College Hill (K-6)	T	2	Jerry Boyle	1976-1977	14
Linwood (K-6)	T	3	Karen Eske	1975-1976	15
• **Individual Progress and Social Impact Program**					
Bramble (K-3)	P	3	Jane Patterson	1970-1971	20
Pleasant Hill (K-3)	P	2	Henri Frazier	1970-1971	20
• **Junior High College Readiness**					
Dater (7-9)	P	1	Kenneth Smith	1983-1984	7
Peoples (7-8)	P	3	William Thorman	1975-1976	15
Porter (7-8)	P	1	Edward Hawkins	1975-1976 1976-1977*	15
Schwab (7-8)	P	2	Barbara Smitherman	1975-1976 1978-1979*	15
• **Montessori**					
Carson (K-3)	P	1	Brenda White	1988-1989	2
North Avondale (K-6)	T	2	Thomas Rothwell	1983-1984	7
Sands (K-6)	T	1	Sandra Sommer	1974-1975 1980-1981*	16
• **Multi-Age**					
Clifton (K-6)	T	2	Thomas Diamantes	1975-1976	15
• **Paideia**					
Roberts (K-8)	T	1	Raymond Smith	1988-1989	2
Shroder (7-9)	T	3	Robert Suess	1986-1987	4
Hughes Center (9-10)	P	3	Rosa Blackwell	1989-1990	1
• **Reading/Language Arts Demonstration Center**					
Douglass (K-6)	T	3	Edith Williams	1981-1982	9
Roll Hill (K-6)	T	1	C. Maude Thompson	1986-1987	4
• **University Demonstration School**					
Chase (3-6)	T	2	Edwin Dawley	1981-1982	9

Figure 1. Number of Alternative Programs, 1984-85 Through 1989-90.



Evaluation Results

Student Enrollment

Three new alternative programs were added in the 1989-90 school year: the High School for the Communications Professions, the High School for the Health Professions and the Paideia High School, all at Hughes Center. Two programs were eliminated: City-Wide Law, Government and Communications Academy was incorporated into the Paideia High School at Hughes Center and the Applied Arts Academy at Oyler was discontinued. Computers Unlimited was renamed School for the Computer Professions to parallel the titles of the two other new career development programs at Hughes Center. This increased the number of programs to 50 while keeping the number of unique alternative programs at 24. These programs operated in 45 different school sites 35 elementary and 10 secondary. Half of the 24 unique alternative programs were operated in more than one school.

Student enrollment and racial composition data by program for October 1989 are shown in Table 2. The number of students enrolled in alternative programs for 1989-90 was 19169, an increase of 421 over the 1988-89 school year. Of the total number of students enrolled in alternative programs, 58% were black, a slight increase from the previous school year. The percentage of black students in alternative programs has ranged from 53% to 58% over the last six years (see Figures 2 and 3 and Appendices A and B). Total program enrollment during this period has increased by 4,749 students from the fall 1984 total of 14420.

Students of all grade levels were enrolled in alternative programs (see Table 3). Seventy-two percent of the alternative students were in the elementary grade levels of K-6.

Table 2. Membership Distribution and Percentage of Black Students in Alternative Programs, October 1989.

	NUMBER OF STUDENTS			Percentage
Program/Location	Black	White	Total	Black
Arts Enrichment				
Primary Arts Enrichment				
Schiel (K-3)	222	159	381	58.3%
School for Creative and Performing Arts				
SCPA (4-12)	536	611	1147	46.7
Total	758	770	1528	49.6
Career Development				
Communications Professions				
Hughes Center (9-10)	93	55	148	62.8
Computer Professions				
Hughes Center (9-12)	162	88	250	64.8
Health Professions				
Hughes Center (9-10)	106	43	149	71.1
Total	361	186	547	66.0
Cincinnati Academy of Mathematics and Science				
Quebec Heights (K-6)	276	330	606	45.5
Woodward (7-12)	409	141	550	74.4
Total	685	471	1156	59.3
Cincinnati Academy of Physical Education				
Winton Terrace (K-5)	375	171	546	68.7
C.A.P.E. High (6-12)	572	393	965	59.3
Total	947	564	1511	62.7
Elementary College Preparatory				
Anderson Place (4-6)	36	41	77	46.8
Bond Hill (4-6)	60	2	62	96.8
Burton (4-6)	62	1	63	98.4
Covedale (4-6)	70	149	219	32.0
Pleasant Hill (4-6)	68	31	99	68.7
Roselawn/Condon (4-8)	159	113	272	58.5
Total	455	337	792	57.4
Elementary Individually Guided Education				
Eastern Hills (K-8)	417	299	716	58.2
Heinold (K-8)	367	158	525	69.9
Silverton (K-6)	441	81	522	84.5
Woodford (K-3)	219	190	409	53.5
Total	1444	728	2172	66.5

Table 2. (Cont'd.)

Program/Location		NUMBER OF STUDENTS			Percentage
		Black	White	Total	Black
Extended Day Enrichment					
Heberle	(K-6)	23	12	35	65.7
Foreign Language and Culture					
Academy of World Languages					
Sawyer	(K-5)	198	106	304	65.1
Cincinnati Bilingual Academy					
Sawyer	(6-8)	326	265	591	55.2
French Bilingual					
Carthage	(K-5)	257	137	394	65.2
Midway	(K-5)	124	129	253	49.0
Mt. Washington	(K-5)	90	266	356	25.3
Total		471	532	1003	47.0
German Bilingual					
Fairview	(K-5)	302	328	630	47.9
International Studies Academy					
Withrow	(9-12)	409	134	543	75.3
Spanish Bilingual					
Cheviot	(K-5)	194	217	411	47.2
Hartwell	(K-5)	131	83	214	61.2
Mt. Airy	(K-5)	137	88	225	60.9
Pleasant Ridge	(K-5)	198	112	310	63.9
Swifton	(K-5)	58	61	119	48.7
Total		718	561	1279	56.1
Total All Foreign Language		2424	1926	4350	55.7
Fundamental Academy					
College Hill	(K-6)	320	193	513	62.4
Linwood	(K-6)	141	150	291	48.5
Total		461	343	804	57.3
Individual Progress and Social Impact Program					
Bramble	(K-3)	93	33	126	73.8
Pleasant Hill	(K-3)	250	92	342	73.1
Total		343	125	468	73.3
Junior High College Readiness					
Dater	(7-9)	66	111	177	37.3
Peoples	(7-8)	49	17	66	74.2
Porter	(7-8)	29	18	47	61.7
Schwab	(7-8)	55	38	93	59.1
Total		199	184	383	52.0

Table 2. (Cont'd.)

Program/Location		NUMBER OF STUDENTS Black	White	Total	Percentage Black
Montessori					
Carson	(K-3)	88	116	204	43.1
North Avondale	(K-6)	270	240	510	52.9
Sands	(K-6)	312	339	651	47.9
Total		670	695	1365	49.1
Multi-Age					
Clifton	(K-6)	325	227	552	58.9
Paideia					
Roberts	(K-8)	325	471	796	40.8
Schroder	(7-9)	335	234	569	58.9
Hughes Center	(9-10)	92	51	143	64.3
Total		752	756	1508	49.9
Reading/Language Arts Demonstration Center					
Douglass	(K-6)	480	136	616	77.9
Roll Hill	(K-6)	278	202	480	57.9
Total		758	338	1096	69.3
University Demonstration School					
Chase	(3-6)	573	329	902	63.5
TOTAL	**(K-12)**	**11178**	**7991**	**19169**	**58.3%**

Figure 2. Number of Students Enrolled in Alternative Programs, 1984-85 Through 1989-90.

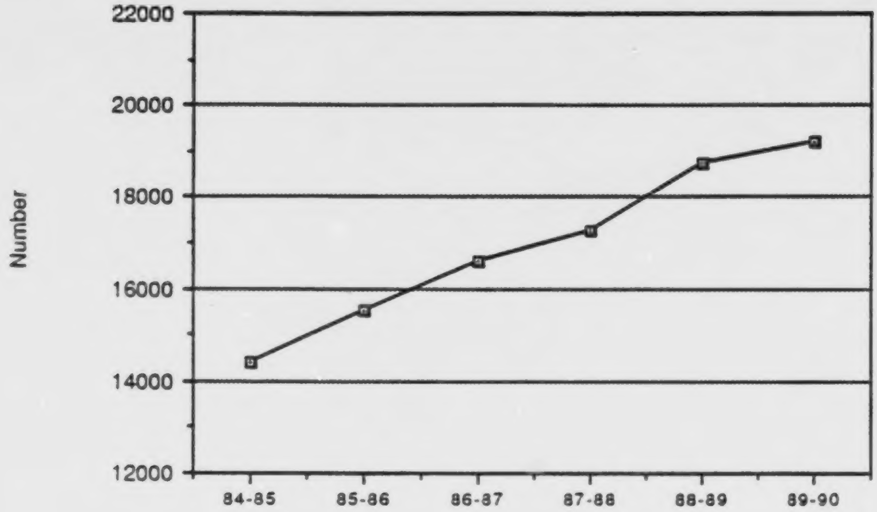


Figure 3. Percentage of Black Students Enrolled in Alternative Programs, 1984-85 Through 1989-90.

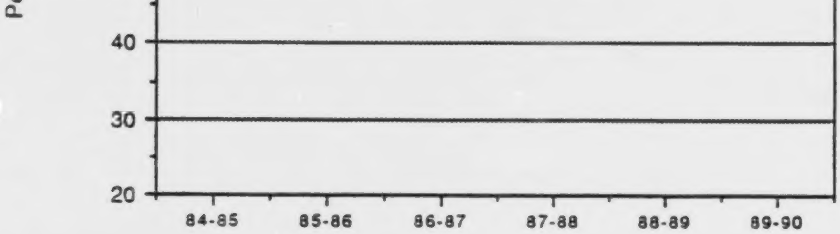


Table 3. Enrollment in Alternative Programs by Grade Level, October 1989.

Grade Level	Number and Percentage of Students Enrolled	
K	2051	10.7%
1	2202	11.5
2	1983	10.3
3	1936	10.1
4	1963	10.2
5	1974	10.3
6	1741	9.1
7	1398	7.3
8	1179	6.2
9	1094	5.7
10	713	3.7
11	519	2.7
12	416	2.2
TOTAL	**19169**	100.0%

Alternative Applications

Number of Applications

Of the 12,459 alternative program applications received, 4,911 (39%) were accepted while 3,754 (30%) were rejected (see Table 4). Other applications were placed on a waiting list for use when vacancies occurred during the school year. The large number of applications that could not be accepted due to space limitations on program enrollments indicates that a great demand continues for alternative programs on the part of students and parents.

Fifty-four percent of the newly accepted students for the 1989-90 school year were black. A total of 69% of the applications that were rejected were submitted by black students. Of all applications received, 61% were from black students.

Of the 50 alternative programs, the School for Creative and Performing Arts received the most applications (894 applications). Shroder and Roberts received the second (732 applications) and third (700 applications) highest number of applications.

When considering the 24 unique programs offered, Paideia received the most applications (1545). Montessori received the second (1119) and the Cincinnati Academy of Mathematics and Science received the third (1065) highest number of applications.

Table 4. Alternative Applications Received Between January and June 1989.

		APPLICATIONS									
		RECEIVED			ACCEPTED			REJECTED		OTHER	
Program/Location		Black	White	Total	Black	White	Total	Black	White	Black	White
Arts Enrichment											
Primary Arts Enrichment											
Schiel	(K-3)	277	132	409	74	80	154	15	1	188	51
School for Creative and Performing Arts											
SCPA	(4-12)	477	417	894	173	171	344	138	111	166	135
Total		754	549	1303	247	251	498	153	112	354	186
Career Development											
Communications Professions											
Hughes Center	(9-10)	149	87	236	110	63	173	5	4	34	20
Computer Professions											
Hughes Center	(9-12)	304	113	417	34	61	95	155	25	115	27
Health Professions											
Hughes Center	(9-10)	93	48	141	58	32	90	3	1	32	15
Total		546	248	794	202	156	358	163	30	181	62
Cincinnati Academy of Mathematics and Science											
Quebec Heights	(K-6)	200	354	554	92	73	165	57	188	51	93
Woodward	(7-12)	430	81	511	70	36	106	122	13	238	32
Total		630	435	1065	162	109	271	179	201	289	125
Cincinnati Academy of Physical Education											
Winton Terrace	(K-5)	363	97	460	163	70	233	143	4	57	23
CAPE High	(6-12)	414	163	577	190	108	298	43	9	181	46
Total		777	260	1037	353	178	531	186	13	238	69
Elementary College Preparatory											
Anderson Place	(4-6)	35	34	69	14	12	26	2	0	19	22
Bond Hill	(4-6)	33	1	34	12	0	12	13	0	8	1
Burton	(4-6)	27	2	29	20	1	21	4	0	3	1
Covedale	(4-6)	66	83	149	28	57	85	21	17	17	9
Pleasant Hill	(4-6)	47	17	64	25	13	38	12	0	10	4
Roselawn/Condon	(4-8)	217	110	327	23	43	66	135	23	59	44
Total		425	247	672	122	126	248	187	40	116	81
Elementary Individually Guided Education											
Eastern Hills	(K-8)	186	121	307	131	79	210	3	2	52	40
Heinold	(K-8)	172	40	212	72	23	95	5	1	95	16
Silverton	(K-6)	121	35	156	34	24	58	75	1	12	10
Woodford	(K-3)	123	145	268	67	76	143	35	2	21	67
Total		602	341	943	304	202	506	118	6	180	133

Table 4. (Cont'd.)

		APPLICATIONS									
		RECEIVED			ACCEPTED			REJECTED		OTHER	
Program/Location		Black	White	Total	Black	White	Total	Black	White	Black	White
Extended Day Enrichment											
Heberle	(K-6)	68	26	94	11	10	21	54	5	3	11
Foreign Language and Culture											
Academy of World Languages											
Sawyer	(K-5)	164	80	244	58	45	103	45	4	61	31
Cincinnati Bilingual Academy											
Sawyer	(6-8)	33	7	40	3	0	3	27	2	3	5
French Bilingual											
Carthage	(K-5)	75	46	121	50	31	81	7	1	18	14
Midway	(K-5)	54	126	180	27	33	60	17	37	10	56
Mt. Washington	(K-5)	41	76	117	28	69	97	6	0	7	7
Total		170	248	418	105	133	238	30	38	35	77
German Bilingual											
Fairview	(K-5)	107	115	222	74	81	155	12	2	21	32
International Studies Academy											
Withrow	(9-12)	210	30	240	32	13	45	46	2	132	15
Spanish Bilingual											
Cheviot	(K-5)	87	161	248	51	85	136	15	61	21	15
Hartwell	(K-5)	59	29	88	27	22	49	16	1	16	6
Mt. Airy	(K-5)	102	66	168	40	26	66	21	4	41	36
Pleasant Ridge	(K-5)	98	60	158	45	42	87	11	2	42	16
Swifton	(K-5)	70	13	83	16	10	26	35	1	19	2
Total		416	329	745	179	185	364	98	69	139	75
Total All Foreign Language		1100	809	1909	451	457	908	258	117	391	235
Fundamental Academy											
College Hill	(K-6)	179	103	282	62	50	112	34	28	83	25
Linwood	(K-6)	63	38	101	28	22	50	32	10	3	6
Total		242	141	383	90	72	162	66	38	86	31
Individual Progress and Social Impact Program											
Bramble	(K-3)	38	27	65	30	18	48	3	2	5	7
Pleasant Hill	(K-3)	105	38	143	54	26	80	28	1	23	11
Total		143	65	208	84	44	128	31	3	28	18
Junior High College Readiness											
Dater	(7-9)	136	141	277	39	53	92	59	51	38	27
Peoples	(7-8)	64	21	85	23	14	37	4	0	37	7
Porter	(7-8)	24	3	27	10	3	13	3	0	11	0
Schwab	(7-8)	37	7	44	8	2	10	17	3	12	2
Total		261	172	433	80	72	152	83	54	98	36

Table 4. (Cont'd.)

		APPLICATIONS									
		RECEIVED			ACCEPTED			REJECTED		OTHER	
Program/Location		Black	White	Total	Black	White	Total	Black	White	Black	White
Montessori											
Carson	(K-3)	82	201	283	47	46	93	13	112	22	43
North Avondale	(K-6)	250	154	404	39	44	83	173	67	38	43
Sands	(K-6)	238	194	432	53	76	129	135	41	50	77
Total		570	549	1119	139	166	305	321	220	110	163
Multi-Age											
Clifton	(K-6)	251	102	353	12	65	77	208	5	31	32
Paideia											
Roberts	(K-8)	215	485	700	78	83	161	67	303	70	99
Shroder	(7-9)	516	216	732	165	143	308	258	12	93	61
Hughes Center	(9-10)	81	32	113	53	23	76	5	1	23	8
Total		812	733	1545	296	249	545	330	316	186	168
Reading/Language Arts Demonstration Center											
Douglass	(K-6)	236	60	296	14	46	60	212	2	10	12
Roll Hill	(K-6)	167	85	252	73	56	129	9	4	85	25
Total		403	145	548	87	102	189	221	6	95	37
University Demonstration School											
Chase	(3-6)	43	10	53	18	2	20	23	7	2	1
TOTAL		7627	4832	12459	2658	2261	4919	2581	1173	2388	1388

Number of Students Applying to Alternative Programs

The alternative applications received from January through June 1989 were submitted by a total of 8744 different students. Approximately 77% of students submitting applications did so for one alternative program only. Almost 15% of students applied to two alternative programs. The remaining 8% submitted applications to three or more programs (see Table 5).[5] In comparing the number of applications accepted (4919) with the number of students submitting applications (8744), it was determined that 56.3% of students submitting applications were accepted into an alternative program.

Table 5. Unduplicated Count of Students Applying to Alternative Programs by Race, June 1989.

	STUDENTS					
Number of Applications Submitted	Black		White		Total	
	Number	Percent	Number	Percent	Number	Percent
1	4062	(76.4%)	2678	(78.2%)	6740	(77.1%)
2	826	(15.5)	450	(13.1)	1276	(14.6)
3	253	(4.8)	450	(13.1)	433	(5.0)
4	111	(2.1)	59	(1.7)	170	(1.9)
5 or more	68	(1.2)	57	(1.7)	125	(1.4)
TOTAL	5320	(60.8%)	3424	(39.2%)	8744	(100.0%)

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[5] Approximately 500 applications were submitted by students to an identical program to which they had already applied. These applications were eliminated in this unduplicated count.

Achievement Results

Achievement Status

The California Achievement Tests (Form E) were administered in April 1990 to all students in grades K through 11, including students in alternative programs. Nearly 50% of the alternative program students scored at or above the national norm in all three achievement areas (see Table 6). This represents a slight decline from the achievement performance of alternative students during the previous school year.

The distribution of scores for alternative students in the three stanine categories of below average (stanines 1, 2 and 3), average (stanines 5 and 6) and above average (stanines 7, 8 and 9) approximated the normal distribution of scores in all three achievement areas.

Table 6. Stanine Distribution and Percentage At or Above National Norm for Total Reading (TR), Total Language (TL) and Total Mathematics (TM) of Alternative Students by Program and Location, California Achievement Tests (Form E), April 1990.

Program/Location		ACHIEVEMENT CATEGORY																		Percentage At or Above National Norm					
		Below Average Stanines (1-3)						Average Stanines (4-6)						Above Average Stanines (7-9)											
		TR		TL		TM		TR		TL		TM		TR		TL		TM		TR		TL		TM	
		N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Arts Enrichment																									
Primary Arts Enrichment																									
Schiel	(K-3)	43	(16.2)	38	(14.4)	72	(27.5)	157	(59.2)	147	(55.7)	132	(50.4)	65	(24.5)	79	(29.9)	58	(22.1)	148	(55.8)	159	(60.2)	132	(50.4)
School for Creative and Performing Arts																									
SCPA	(4-12)	57	(5.9)	60	(6.2)	85	(8.7)	548	(56.3)	586	(60.1)	526	(54.1)	369	(37.9)	329	(33.7)	363	(37.2)	700	(71.9)	673	(69.0)	679	(69.6)
Total		100	(8.1)	98	(7.9)	157	(12.7)	705	(56.9)	733	(59.2)	660	(53.3)	434	(35.0)	408	(32.9)	421	(34.0)	848	(68.4)	832	(67.2)	811	(65.5)
Career Development																									
High School for the Communication Professions																									
Hughes Center	(9-10)	25	(22.3)	30	(27.0)	41	(36.6)	65	(58.0)	74	(66.7)	65	(58.0)	22	(19.6)	7	(6.3)	6	(5.4)	58	(51.8)	39	(35.1)	34	(30.4)
High School for the Computer Professions																									
Hughes Center	(9-12)	48	(26.8)	59	(33.1)	62	(35.0)	114	(63.7)	112	(62.9)	102	(57.6)	17	(9.5)	7	(3.9)	13	(7.3)	53	(29.6)	38	(21.3)	49	(27.7)
High School for the Health Professions																									
Hughes Center	(9-10)	36	(29.5)	31	(25.8)	45	(37.5)	77	(63.1)	84	(70.0)	72	(60.0)	9	(7.4)	5	(4.2)	3	(2.5)	43	(35.2)	35	(29.2)	28	(23.3)
Total		109	(26.4)	120	(29.3)	148	(36.2)	256	(62.0)	270	(66.0)	239	(58.4)	48	(11.6)	19	(4.6)	22	(5.4)	154	(37.3)	112	(27.4)	111	(27.1)
Cincinnati Academy of Mathematics and Science																									
Quebec Heights	(K-6)	142	(29.4)	131	(27.2)	104	(21.5)	290	(60.0)	275	(57.1)	257	(53.2)	51	(10.6)	76	(15.8)	122	(25.3)	193	(40.0)	212	(44.0)	248	(51.3)
Woodward	(7-12)	89	(21.3)	91	(21.8)	81	(19.6)	288	(68.9)	301	(72.0)	290	(70.2)	41	(9.8)	26	(6.2)	42	(10.2)	166	(39.7)	138	(33.0)	158	(38.3)
Total		231	(25.6)	222	(24.7)	185	(20.6)	578	(64.2)	576	(64.0)	547	(61.0)	92	(10.2)	102	(11.3)	164	(18.3)	359	(39.8)	350	(38.9)	406	(45.3)
Cincinnati Academy of Physical Education																									
Winton Terrace	(K-5)	93	(23.0)	92	(22.7)	92	(22.7)	280	(69.1)	252	(62.1)	245	(60.3)	32	(7.9)	62	(15.3)	69	(17.0)	148	(36.5)	189	(46.6)	196	(48.3)
C.A.P.E.	(6-12)	245	(36.7)	238	(35.5)	242	(36.3)	403	(60.3)	418	(62.3)	394	(59.1)	20	(3.0)	15	(2.2)	31	(4.6)	135	(20.2)	136	(20.3)	147	(22.0)
Total		338	(31.5)	330	(30.6)	334	(31.1)	683	(63.7)	670	(62.2)	639	(59.6)	52	(4.8)	77	(7.1)	100	(9.3)	283	(26.4)	325	(30.2)	343	(32.0)
Elementary College Preparatory																									
Anderson Place	(4-6)	0	(0.0)	0	(0.0)	0	(0.0)	25	(34.7)	13	(18.1)	14	(19.7)	47	(65.3)	59	(81.9)	57	(80.3)	67	(93.1)	71	(98.6)	70	(98.6)
Bond Hill	(4-6)	5	(12.2)	2	(4.9)	4	(9.8)	29	(70.7)	30	(73.2)	25	(61.0)	7	(17.1)	9	(22.0)	12	(29.3)	24	(58.5)	20	(48.8)	22	(53.7)
Burton	(4-6)	2	(3.2)	1	(1.6)	1	(1.6)	48	(77.4)	35	(56.5)	37	(60.7)	12	(19.4)	26	(41.9)	23	(37.7)	41	(66.1)	51	(82.3)	55	(90.2)
Covedale	(4-6)	11	(5.3)	4	(1.9)	9	(4.3)	117	(56.3)	108	(51.9)	99	(47.4)	80	(38.5)	96	(46.2)	101	(48.3)	159	(76.4)	173	(83.2)	170	(81.3)
Pleasant Hill	(4-6)	0	(0.0)	3	(3.4)	2	(2.3)	57	(64.8)	44	(50.6)	51	(58.0)	31	(35.2)	40	(46.0)	35	(39.8)	68	(77.3)	66	(75.9)	74	(84.1)
Roselawn/Condon	(4-8)	4	(1.5)	1	(0.4)	3	(1.1)	159	(59.6)	155	(58.1)	141	(53.0)	104	(39.0)	111	(41.6)	122	(45.9)	215	(80.5)	213	(79.8)	225	(84.6)
Total		22	(3.0)	11	(1.5)	19	(2.6)	435	(58.9)	385	(52.2)	367	(49.9)	281	(38.1)	341	(46.3)	350	(47.6)	574	(77.8)	594	(80.6)	616	(83.7)
Elementary Individually Guided Education																									
Eastern Hills	(K-8)	206	(35.5)	231	(39.9)	245	(42.1)	337	(58.0)	294	(50.8)	282	(48.5)	38	(6.5)	54	(9.3)	55	(9.5)	165	(28.4)	144	(24.9)	172	(29.6)
Heinold	(K-8)	163	(45.2)	186	(51.2)	155	(42.6)	182	(50.4)	170	(46.8)	186	(51.1)	16	(4.4)	7	(1.9)	23	(6.3)	66	(18.3)	56	(15.4)	85	(23.4)
Silverton	(K-6)	116	(26.9)	118	(27.5)	121	(28.1)	245	(56.8)	228	(53.1)	230	(53.5)	70	(16.2)	83	(19.3)	79	(18.4)	173	(40.1)	184	(42.9)	204	(47.4)
Woodford	(K-3)	46	(15.6)	31	(10.5)	45	(15.4)	133	(45.1)	128	(43.4)	126	(43.0)	116	(39.3)	136	(46.1)	122	(41.6)	183	(62.0)	208	(70.5)	190	(64.8)
Total		531	(31.8)	566	(34.0)	566	(33.9)	897	(53.8)	820	(49.2)	824	(49.4)	240	(14.4)	280	(16.8)	279	(16.7)	587	(35.2)	592	(35.5)	651	(39.0)
Extended Day Enrichment Program																									
Heberle	(K-6)	2	(11.8)	4	(23.5)	6	(35.3)	13	(76.5)	9	(52.9)	4	(23.5)	2	(11.8)	4	(23.5)	7	(41.2)	7	(41.2)	8	(47.1)	7	(41.2)
Foreign Language and Culture																									
Academy of World Languages																									
Sawyer	(K-5)	38	(22.1)	32	(18.5)	47	(23.0)	93	(54.1)	92	(53.2)	96	(47.1)	41	(23.8)	49	(28.3)	61	(29.9)	89	(51.7)	100	(57.8)	115	(56.4)
Cincinnati Bilingual Academy																									
Sawyer	(6-8)	62	(11.3)	60	(10.9)	90	(15.7)	379	(68.9)	361	(65.5)	368	(64.2)	109	(19.8)	130	(23.6)	115	(20.1)	330	(60.0)	337	(61.2)	301	(52.5)

Table 9. (Cont'd.)

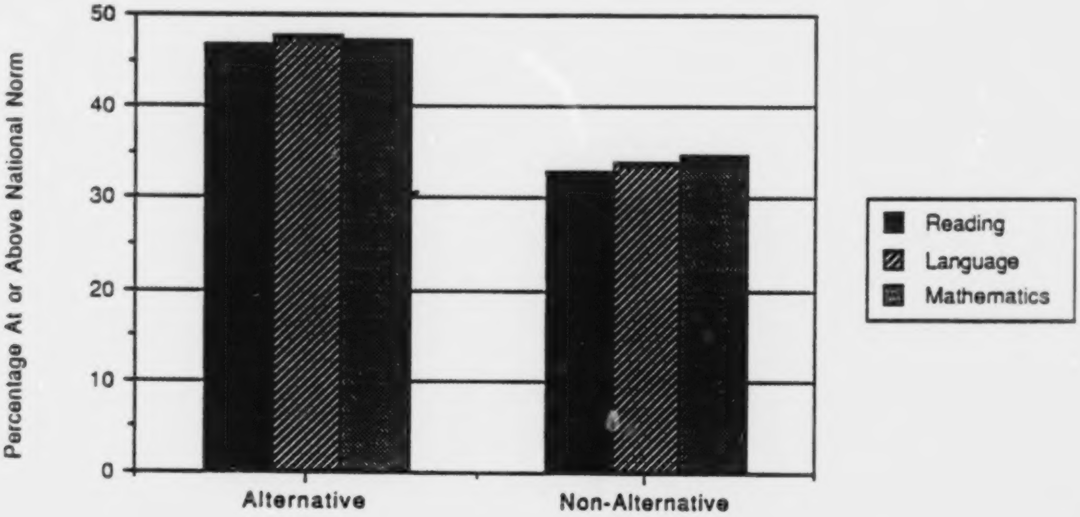
Program/Location		ACHIEVEMENT CATEGORY																		Percentage At or Above National Norm					
		Below Average Stanines (1-3)						Average Stanines (4-6)						Above Average Stanines (7-9)											
		TR		TL		TN		TR		TL		TN		TR		TL		TN		TR		TL		TN	
		N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
French Bilingual																									
Carthage	(K-5)	88	(29.0)	68	(22.4)	76	(25.0)	178	(58.7)	175	(57.8)	162	(53.3)	37	(12.2)	60	(19.8)	66	(21.7)	116	(38.3)	134	(44.2)	135	(44.4)
Midway	(K-5)	48	(25.7)	35	(18.7)	41	(21.9)	92	(49.2)	90	(48.1)	92	(49.2)	47	(25.1)	62	(33.2)	54	(28.9)	99	(52.9)	111	(59.4)	104	(55.6)
Mt. Washington	(K-5)	27	(10.9)	23	(9.3)	43	(17.4)	151	(61.1)	133	(53.8)	126	(51.0)	69	(27.9)	91	(36.8)	78	(31.6)	167	(67.6)	182	(73.7)	157	(63.6)
Total		163	(22.1)	126	(17.1)	160	(21.7)	421	(57.1)	398	(54.0)	380	(51.5)	153	(20.8)	213	(28.9)	198	(26.8)	382	(51.8)	427	(57.9)	396	(53.7)
German Bilingual																									
Fairview	(K-5)	47	(10.1)	37	(7.9)	58	(12.5)	261	(56.1)	258	(55.2)	224	(48.2)	157	(33.8)	172	(36.8)	183	(39.4)	308	(66.2)	318	(68.1)	321	(69.0)
International Studies Academy																									
Withrow	(9-12)	33	(11.1)	34	(11.7)	57	(18.3)	205	(69.3)	218	(74.9)	210	(67.3)	58	(19.6)	.39	(13.4)	45	(14.4)	188	(63.5)	147	(50.5)	137	(43.9)
Spanish Bilingual																									
Cheviot	(K-6)	96	(33.7)	78	(27.5)	71	(25.0)	150	(52.6)	165	(58.1)	156	(54.9)	39	(13.7)	41	(14.4)	57	(20.1)	103	(36.1)	101	(35.6)	147	(51.8)
Hartwell	(K-5)	18	(10.9)	10	(6.1)	20	(12.1)	106	(64.2)	98	(59.4)	93	(56.4)	41	(24.8)	57	(34.5)	52	(31.5)	107	(64.8)	113	(68.5)	105	(63.6)
Mt. Airy	(K-5)	28	(16.7)	23	(13.7)	36	(21.4)	99	(58.9)	98	(58.3)	87	(51.8)	41	(24.4)	47	(28.0)	45	(26.8)	86	(51.2)	98	(58.3)	86	(51.2)
Pleasant Ridge	(K-5)	39	(16.7)	29	(12.4)	47	(20.2)	134	(57.5)	137	(58.8)	124	(53.2)	60	(25.8)	67	(28.8)	62	(26.6)	121	(51.9)	129	(55.4)	119	(51.1)
Swifton	(K-5)	23	(25.8)	21	(23.9)	17	(19.3)	56	(62.9)	56	(63.6)	52	(59.1)	10	(11.2)	11	(12.5)	19	(21.6)	34	(38.2)	32	(36.4)	47	(53.4)
Total		204	(21.7)	161	(17.2)	191	(20.4)	545	(58.0)	554	(59.1)	512	(54.6)	191	(20.3)	223	(23.8)	235	(25.1)	451	(48.0)	473	(50.4)	504	(53.7)
Total All Foreign Language		547	(17.3)	450	(14.3)	603	(18.7)	1904	(60.3)	1881	(59.6)	1790	(55.4)	709	(22.4)	826	(26.2)	837	(25.9)	1748	(55.3)	1802	(57.1)	1774	(54.9)
Fundamental Academy																									
College Hill	(K-6)	73	(19.4)	49	(13.0)	67	(17.8)	228	(60.6)	249	(66.2)	215	(57.2)	75	(19.9)	78	(20.7)	94	(25.0)	183	(48.7)	184	(48.9)	201	(53.5)
Linwood	(K-6)	48	(20.3)	32	(13.5)	58	(24.5)	162	(68.4)	149	(62.9)	141	(59.5)	27	(11.4)	56	(23.6)	38	(16.0)	112	(47.3)	131	(55.3)	116	(48.9)
Total		121	(19.7)	81	(13.2)	125	(20.4)	390	(63.6)	398	(64.9)	356	(58.1)	102	(16.6)	134	(21.9)	132	(21.5)	295	(48.1)	315	(51.4)	317	(51.7)
Individual Progress and Social Impact Program																									
Bramble	(K-3)	16	(20.3)	8	(10.1)	23	(29.5)	47	(59.5)	49	(62.0)	40	(51.3)	16	(20.3)	22	(27.8)	15	(19.2)	44	(55.7)	47	(59.5)	35	(44.9)
Pleasant Hill	(K-3)	85	(32.6)	74	(28.1)	107	(40.8)	121	(46.4)	127	(48.3)	108	(41.2)	55	(21.1)	62	(23.6)	47	(17.9)	106	(40.6)	120	(45.6)	103	(39.3)
Total		101	(29.7)	82	(24.0)	130	(38.2)	168	(49.4)	176	(51.5)	148	(43.5)	71	(20.9)	84	(24.6)	62	(18.2)	150	(44.1)	167	(48.8)	138	(40.6)
Junior High College Readiness																									
Dater	(7-9)	3	(1.8)	5	(3.0)	14	(8.7)	130	(79.3)	119	(71.7)	127	(78.9)	31	(18.9)	42	(25.3)	20	(12.4)	108	(65.9)	133	(80.1)	90	(55.9)
Peoples	(7-8)	6	(9.4)	3	(4.7)	20	(31.3)	50	(78.1)	55	(85.9)	41	(64.1)	8	(12.5)	6	(9.4)	3	(4.7)	31	(48.4)	35	(54.7)	14	(21.9)
Porter	(7-8)	4	(9.5)	1	(2.4)	7	(17.1)	37	(88.1)	35	(85.4)	31	(75.6)	1	(2.4)	5	(12.2)	3	(7.3)	19	(45.2)	26	(63.4)	13	(31.7)
Schwab	(7-8)	16	(19.3)	14	(17.1)	14	(17.3)	63	(75.9)	62	(75.6)	64	(79.0)	4	(4.8)	6	(7.3)	3	(3.7)	37	(44.6)	35	(42.7)	29	(35.8)
Total		29	(8.2)	23	(6.5)	55	(15.9)	280	(79.3)	271	(76.8)	263	(75.8)	44	(12.5)	59	(16.7)	29	(8.4)	195	(55.2)	229	(64.9)	146	(42.1)
Montessori																									
Carson	(K-3)	38	(31.4)	35	(28.9)	41	(34.2)	58	(47.9)	62	(51.2)	53	(44.2)	25	(20.7)	24	(19.8)	26	(21.7)	52	(43.0)	49	(40.5)	48	(40.0)
North Avondale	(K-6)	40	(9.4)	40	(9.4)	49	(11.5)	218	(51.2)	222	(52.1)	232	(54.3)	168	(39.4)	164	(38.5)	146	(34.2)	297	(69.7)	297	(69.7)	284	(66.5)
Sands	(K-6)	66	(12.4)	65	(12.2)	64	(12.0)	236	(44.2)	230	(43.2)	222	(41.5)	232	(43.4)	238	(44.7)	249	(46.5)	353	(66.1)	355	(66.6)	371	(69.3)
Total		144	(13.3)	140	(13.0)	154	(14.2)	512	(47.4)	514	(47.6)	507	(46.9)	425	(39.3)	426	(39.4)	421	(38.9)	702	(64.9)	701	(64.9)	703	(65.0)
Multi-Age																									
Clifton	(K-6)	105	(24.6)	104	(24.4)	134	(29.6)	246	(57.7)	243	(57.0)	225	(49.7)	75	(17.6)	79	(18.5)	94	(20.8)	187	(43.9)	187	(43.9)	203	(44.8)
Paideia Critical Thinking School																									
Roberts	(K-8)	215	(34.4)	182	(29.1)	233	(37.2)	351	(56.2)	378	(60.5)	326	(52.0)	59	(9.4)	65	(10.4)	68	(10.8)	191	(30.6)	209	(33.4)	182	(29.0)
Shroder	(7-9)	99	(20.0)	91	(18.8)	123	(25.4)	345	(69.8)	359	(74.3)	310	(64.0)	50	(10.1)	33	(6.8)	51	(10.5)	201	(40.7)	180	(37.3)	174	(36.0)
Hughes Center	(9-10)	23	(18.3)	26	(20.8)	40	(32.0)	90	(71.4)	90	(72.0)	76	(60.8)	13	(10.3)	9	(7.2)	9	(7.2)	56	(44.4)	44	(35.2)	35	(28.0)
Total		337	(27.1)	299	(24.2)	396	(32.0)	786	(63.1)	827	(67.1)	712	(57.6)	122	(9.8)	107	(8.7)	128	(10.4)	448	(36.0)	433	(35.1)	391	(31.6)
Reading/Language Arts Demonstration Center																									
Douglass	(K-6)	207	(42.3)	189	(40.6)	226	(46.0)	259	(53.0)	250	(53.6)	241	(49.1)	23	(4.7)	27	(5.8)	24	(4.9)	111	(22.7)	115	(24.7)	103	(21.0)
Roll Hill	(K-6)	113	(32.0)	106	(30.0)	98	(27.8)	200	(56.7)	199	(56.4)	186	(52.7)	40	(11.3)	48	(13.6)	69	(19.5)	130	(36.8)	140	(39.7)	157	(44.5)
Total		320	(38.0)	295	(36.0)	324	(38.4)	459	(54.5)	449	(54.8)	427	(50.6)	63	(7.5)	75	(9.2)	93	(11.0)	241	(28.6)	255	(31.1)	260	(30.8)
University Demonstration School																									
Chase	(3-6)	359	(44.8)	365	(45.5)	362	(45.0)	411	(51.3)	390	(48.6)	397	(49.4)	31	(3.9)	47	(5.9)	45	(5.6)	173	(21.6)	180	(22.4)	181	(22.5)
TOTAL		*3396*	*(22.8)*	*3190*	*(21.4)*	*3698*	*(24.7)*	*8725*	*(58.5)*	*8613*	*(57.9)*	*8107*	*(54.1)*	*2791*	*(18.7)*	*3069*	*(20.6)*	*3184*	*(21.2)*	*6952*	*(46.6)*	*7084*	*(47.6)*	*7059*	*(47.1)*

Comparison With Other Students. In all three achievement areas alternative program students had a lower percentage of scores in the below average stanines (1-3), a similar percentage of scores in the average stanines (4-6), and a higher percentage of scores in the above average stanines (7-9) in comparison to non-alternative students (see Table 7).[6]

A higher percentage of alternative students were at or above the national norm than non-alternative students in reading (46.6% and 32.9%, respectively), in language (47.6% and 33.9%, respectively) and in mathematics (47.1% and 34.6%, respectively). This comparison is displayed in Figure 4.

It would be expected that a higher percentage of alternative program students would be in the above average stanines since some programs require a higher achievement score for admission.

Figure 4. Achievement of Alternative and Non-Alternative Students, California Achievement Tests, April 1990.



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[6] For the analysis of achievement on the California Achievement Tests non-alternative students were defined as students not enrolled in an alternative program and not enrolled through open enrollment. This was done in an effort to keep data in this report consistent with the data in the report on the Open Enrollment Program.

Table 7. Stanine Distribution and Percentage At or Above National Norm for Total Reading (TR), Total Language (TL) and Total Mathematics (TM) for Alternative and Non-Alternative Students, California Achievement Tests (Form E), April 1990.

Program/Location	ACHIEVEMENT CATEGORY																		Percentage At or Above National Norm					
	Below Average Stanines (1-3)						Average Stanines (4-6)						Above Average Stanines (7-9)											
	TR		TL		TM		TR		TL		TM		TR		TL		TM		TR		TL		TM	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Non-Alternative Grades 1-11	7707	(36.4)	7313	(34.8)	7935	(38.0)	10804	(51.1)	10961	(52.1)	9963	(47.7)	2639	(12.5)	2764	(13.1)	3010	(14.4)	6953	(32.9)	7127	(33.9)	7227	(34.6)
Alternative Grades 1-11	3396	(22.8)	3190	(21.4)	3698	(24.7)	8725	(58.5)	8613	(57.9)	8107	(54.1)	2791	(18.7)	3069	(20.6)	3184	(21.2)	6952	(46.6)	7084	(47.6)	7059	(47.1)

Achievement Gains

Achievement gain data in normal curve equivalents (NCEs) for the alternative program students on the California Achievement Tests (Form E) are presented in Table 8. NCEs are equal unit scores on a scale that ranges from 1 to 99 with an average of 50 and a standard deviation of 21. Data for promoted students were obtained for students in grades 1-11 in reading, 3-11 in language and 2-11 in mathematics. The necessary baseline data were not obtained for grades 1 and 2 in language and grade 1 in mathematics to compute gain scores. The tests were not administered to students in grade 12.

In reviewing the gain data, it is important to remember that if students maintain their NCE scores from year to year (resulting in an NCE gain score of 0) they are meeting the expected achievement gain based on the norm group. A positive gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement growth. In addition, the gain of NCEs represents exactly the same amount of improvement for below average students as it does for the average or above average students.

The average gain for all alternative students was less than the expected gain of 0 in all three achievement areas and was not as close to the expected gain of 0 as in the previous school year in reading (-1.9 NCEs and -0.9 NCEs, respectively), in language (-0.9 NCEs and -0.5 NCEs, respectively) and in mathematics (-3.0 NCEs and -1.5 NCEs, respectively).

Table 8. Achievement Status and Gains for Total Reading, Total Language and Total Mathematics of Match Promoted Alternative Students by Program and Location, California Achievement Tests (Form E), April 1990.

Program/Location		TOTAL READING				TOTAL LANGUAGE				TOTAL MATHEMATICS			
		Average NCE		NCE Gain	N	Average NCE		NCE Gain	N	Average NCE		NCE Gain	N
		1989	1990			1989	1990			1989	1990		
Arts Enrichment													
Primary Arts Enrichment													
Schiel	(K-3)	55.4	54.1	-1.3	238	55.8	55.4	-0.4	76	51.1	48.2	-2.9	152
School for Creative and Performing Arts													
SCPA	(4-12)	59.9	60.5	0.6	868	58.9	58.7	-0.2	865	62.0	60.0	-2.0	868
Total		58.9	59.1	0.2	1106	58.7	58.5	-0.2	941	60.4	58.3	-2.1	1020
Career Development													
High School for the Communication Professions													
Hughes Center	(9-10)	48.4	49.1	0.7	84	44.6	43.3	-1.3	86	42.6	40.9	-1.7	87
High School for the Computer Professions													
Hughes Center	(9-12)	42.3	43.5	1.2	144	40.3	40.7	0.4	139	41.2	42.5	1.3	141
High School for the Health Professions													
Hughes Center	(9-10)	41.6	42.8	1.2	99	40.1	42.5	2.4	98	40.9	40.0	-0.9	96
Total		43.6	44.7	1.1	327	41.5	42.0	0.5	323	41.5	41.3	-0.2	324
Cincinnati Academy of Mathematics and Science													
Quebec Heights	(K-6)	46.6	44.8	-1.8	455	45.9	45.6	0.3	290	50.1	51.7	1.6	374
Woodward	(7-12)	47.3	45.9	-1.4	397	46.2	43.9	-2.3	394	51.8	47.0	-4.8	390
Total		46.9	45.3	-1.6	852	46.0	44.6	-1.4	684	51.0	49.3	-1.7	764
Cincinnati Academy of Physical Education													
Winton Terrace	(K-5)	47.5	44.8	-2.7	375	51.9	50.0	-1.9	224	52.6	46.5	-6.1	297
C.A.P.E.	(6-12)	39.9	38.6	-1.3	579	40.9	39.4	-1.5	582	41.4	40.0	-1.4	584
Total		42.9	41.1	-1.8	954	43.9	42.3	-1.6	806	45.2	42.2	-3.0	881
Elementary College Preparatory													
Anderson Place	(4-6)	76.2	72.6	-3.6	68	81.1	80.6	-0.5	68	83.4	82.7	-0.7	67
Bond Hill	(4-6)	58.6	52.6	-6.0	41	58.9	53.2	-5.7	41	53.8	54.8	1.0	41
Burton	(4-6)	56.1	56.1	0.0	62	57.7	63.2	5.5	62	63.9	65.1	1.2	61
Covedale	(4-6)	63.5	62.3	-1.2	204	64.6	64.6	0.0	203	64.9	65.7	0.8	205
Pleasant Hill	(4-6)	62.6	61.9	-0.7	84	65.1	63.6	-1.5	84	65.4	63.1	-2.3	84
Roselawn/Condon	(4-8)	62.6	63.5	0.9	256	66.4	64.9	-1.5	256	68.6	66.0	-2.6	256
Total		63.4	62.6	-0.8	715	65.9	65.3	-0.6	714	67.3	66.4	-0.9	714
Elementary Individually Guided Education													
Eastern Hills	(K-8)	43.1	40.7	-2.4	527	41.9	39.8	-2.1	418	44.5	40.2	-4.3	481
Heinold	(K-8)	38.3	36.1	-2.2	327	35.8	32.9	-2.9	241	40.3	37.9	-2.4	279
Silverton	(K-6)	50.4	46.8	-3.6	368	50.6	47.0	-3.6	256	52.9	46.7	-6.2	309
Woodford	(K-3)	64.4	58.7	-5.7	263	62.7	67.7	+5.0	91	67.9	61.1	-6.8	182
Total		48.7	44.4	-4.3	1485	51.1	49.1	-2.0	1006	49.0	44.3	-4.7	1251
Extended Day Enrichment Program													
Heberle	(K-6)	49.5	46.6	-2.9	16	40.8	40.1	-0.7	7	49.8	37.9	-11.9	12
Foreign Language and Culture													
Academy of World Languages													
Sawyer	(K-5)	52.9	51.6	-1.3	158	56.6	54.1	-2.5	53	56.2	54.1	-2.1	123
Cincinnati Bilingual Academy													
Sawyer	(6-8)	55.1	53.9	-1.2	530	55.8	55.6	-0.2	532	57.2	51.7	-5.5	553
French Bilingual													
Carthage	(K-5)	47.9	44.4	-3.5	288	57.3	57.0	-0.3	149	54.1	50.2	-3.9	211
Midway	(K-5)	51.6	49.9	-1.7	288	59.2	60.1	0.9	100	56.3	56.2	-0.1	140
Mt. Washington	(K-5)	58.2	56.4	-1.8	183	57.2	58.2	-1.0	116	58.3	57.6	-0.7	171
Total		51.9	49.4	-2.5	242	56.8	57.0	-0.2	365	56.1	54.3	-1.8	522

Table 8. (Cont'd.)

Program/Location		TOTAL READING				TOTAL LANGUAGE				TOTAL MATHEMATICS			
		Average NCE		NCE Gain	N	Average NCE		NCE Gain	N	Average NCE		NCE Gain	N
		1989	1990			1989	1990			1989	1990		
German Bilingual													
Fairview	(K-5)	60.5	58.6	-1.9	439	62.3	63.8	+1.5	218	61.8	59.8	-2.0	330
International Studies Academy													
Withrow	(9-12)	55.2	54.7	-0.5	263	52.8	50.9	-1.9	256	49.3	49.3	0.0	268
Spanish Bilingual													
Cheviot	(K-6)	47.8	43.3	-4.5	270	47.2	45.4	-1.8	143	52.9	52.1	-0.8	202
Hartwell	(K-5)	54.9	54.5	-0.4	162	62.1	59.0	-3.1	92	57.5	55.3	-2.2	121
Mt. Airy	(K-5)	52.2	51.3	-0.9	165	60.0	58.7	-1.3	78	60.0	54.0	-6.0	116
Pleasant Ridge	(K-5)	53.8	52.1	-1.7	224	54.6	54.0	-0.6	127	57.4	50.9	-6.5	170
Swifton	(K-5)	45.9	44.7	-1.2	80	52.8	47.4	-5.4	47	48.5	52.5	4.0	58
Total		51.1	49.1	-2.0	901	54.6	52.6	-2.0	487	55.7	52.7	-3.0	667
Total All Foreign Language		53.9	52.1	-1.8	3006	56.2	55.4	-0.8	1911	56.3	53.5	-2.8	2463
Fundamental Academy													
College Hill	(K-6)	52.9	50.6	-2.3	344	51.3	50.7	-0.6	202	52.3	54.0	1.7	265
Linwood	(K-6)	51.4	47.5	-3.9	223	54.2	53.6	-0.6	142	51.7	51.7	0.0	183
Total		52.3	49.4	-2.9	567	52.5	51.9	-0.6	344	52.0	53.0	1.0	448
Individual Progress and Social Impact Program													
Bramble	(K-3)	50.9	48.7	-2.2	73	58.0	58.7	0.7	23	45.8	44.7	-1.1	36
Pleasant Hill	(K-3)	51.3	46.8	-4.5	220	55.4	52.3	-3.1	71	52.5	39.3	-13.2	150
Total		51.2	47.3	-3.9	293	56.1	53.9	-2.2	94	51.1	40.3	-10.8	186
Junior High College Readiness													
Dater	(7-9)	55.3	55.0	-0.3	159	58.4	59.3	0.9	160	59.0	52.3	-6.7	156
Peoples	(7-8)	51.5	50.8	-0.7	57	51.9	52.1	0.2	57	48.7	42.5	-6.2	56
Porter	(7-8)	48.9	47.6	-1.3	41	55.3	54.1	-1.2	40	57.8	46.4	-11.4	39
Schwab	(7-8)	48.8	48.3	-0.5	73	52.3	48.5	-3.8	73	50.6	46.2	-4.4	72
Total		52.4	51.9	-0.5	330	55.5	55.0	-0.5	330	55.2	48.5	-6.7	323
Montessori													
Carson	(K-3)	51.0	44.2	-6.8	116	61.3	55.1	-6.2	34	53.8	43.7	-10.1	68
North Avondale	(K-6)	61.6	59.6	-2.0	413	60.8	59.8	-1.0	280	61.2	57.8	-3.4	353
Sands	(K-6)	61.5	60.1	-1.4	496	60.2	61.8	-1.6	320	62.9	61.6	-1.3	414
Total		60.4	58.1	-2.3	1025	60.6	60.6	0.0	634	61.5	58.6	-2.9	835
Multi-Age													
Clifton	(K-6)	51.0	48.0	-3.0	373	49.8	48.7	-1.1	258	51.4	47.5	-3.9	336
Paideia Critical Thinking School													
Roberts	(K-8)	42.8	41.7	-1.1	563	43.2	44.7	1.5	406	45.1	41.0	-4.1	486
Shroder	(7-9)	46.8	46.4	-0.4	442	46.1	45.9	-0.2	434	49.4	45.9	-3.5	433
Hughes Center	(9-10)	45.7	46.9	1.2	103	43.8	45.0	1.2	105	44.1	42.9	-1.2	100
Total		44.7	44.1	-0.6	1108	44.5	45.2	0.7	945	46.8	43.2	-3.6	1019
Reading/Language Arts Demonstration Center													
Douglass	(K-6)	42.6	37.4	-5.2	454	41.5	39.4	-2.1	275	43.7	36.4	-7.3	381
Roll Hill	(K-6)	45.2	42.8	-2.4	342	44.4	41.6	-2.8	213	46.4	46.0	-0.4	284
Total		43.7	39.7	-4.0	796	42.8	40.4	-2.4	488	44.9	40.5	-4.4	665
University Demonstration School													
Chase	(3-6)	41.4	37.0	-4.4	706	40.9	38.1	-2.8	707	40.4	37.9	-2.5	708
Total All Alternative Programs		50.9	49.0	-1.9	13659	51.0	50.1	-0.9	10192	52.6	49.6	-3.0	1194

Comparison With Other Students. Both alternative and non-alternative students failed to meet the expected achievement growth in reading (-1.9 NCEs and -2.3 NCEs, respectively), language (-0.9 NCE and -1.3 NCEs, respectively) and mathematics (-3.0 NCEs and -2.4 NCEs, respectively) for the 1989-90 school year (see Table 9). NCE losses were, however, similar for both groups.

Table 9. Achievement Status and Gains for Total Reading, Total Language and Total Mathematics for Alternative Students and Non-Alternative Students, California Achievement Tests (Form E), April 1989 and April 1990.

	TOTAL READING				TOTAL LANGUAGE				TOTAL MATHEMATICS			
	Average NCE		NCE Gain	N	Average NCE		NCE Gain	N	Average NCE		NCE Gain	N
	1989	1990			1989	1990			1989	1990		
Alternative	50.9	49.0	-1.9	13,659	51.0	50.1	-0.9	10,192	52.6	49.6	-3.0	11,949
Non-Alternative	45.0	42.7	-2.3	16,577	46.1	44.8	-1.3	12,740	46.3	43.9	-2.4	14,662

Attitudes

All students in grades 3-12, all teachers and a sampling of parents participate each year in a Cincinnati Public Schools' School Information System (SIS) survey for the purpose of collecting attitudinal data from these groups toward various school concerns. Responses to items which measured the interracial understanding of the students, teachers and parents, their attitudes toward school and their attitudes toward school safety and discipline are reported herein.

Student Attitudes

During April 1990, the School Information System (SIS) Student Survey was administered to both the alternative and non-alternative students. Surveys were completed by 11,084 alternative students and 16,018 non-alternative students at three levels - elementary (grades 3-6), junior/middle (grades 7-8), and senior high (grades 9-12). Since surveys varied slightly for students in grades 3, 4-6, and 7-12, results are presented in Tables 10-12 according to these grade level groupings. Students could select responses either YES, NO or UNDECIDED for each. The percentage of positive responses to items is reported.

The percentage of positive responses of grade 3 alternative students toward items in all three categories, interracial understanding, attitude toward school and attitude toward safety and discipline, increased from the previous school year. Attitudes of students in grades 4-6 toward interracial understanding and discipline declined. Secondary alternative students' attitudes toward discipline improved in all but one item and remained approximately the same in the other two categories. A similar pattern of change occurred for non-alternative students at grade 3 and grades 7-12. Attitudes of non-alternative grades 4-6 students remained approximately the same.

Interracial Understanding. Five items on each survey were designed to measure students' personal interracial understanding and how they felt their school supported positive interracial understanding. Alternative students at all three levels had a more positive interracial understanding than non-alternative students as reflected in the survey results. Results of two of the five items at the grades 4-6 level did not fit this pattern (see Table 10). The attitudes of alternative elementary students in grades 4-6 declined from the previous year toward the item "Students of different races are treated fairly at my school" by eight percentage points.

Table 10. Student Attitudes Toward Interracial Understanding, April 1990.

Item	PERCENTAGE OF YES RESPONSES Alternative Students	PERCENTAGE OF YES RESPONSES Non-Alternative Students	Percentage Point Difference
Grade 3	(N=1747)	(N=2151)	
I like going to school with students of different races	93%	83%	+10
In my classes, we have talked about getting along with people of different races	95	91	+4
Students of different races get along well in my school	79	67	+12
Student of different races are treated fairly at my school	88	81	+7
It is important to go to school with students of other races	84	72	+12
Grades 4-6	(N=5187)	(N=4891)	
I like going to school with students of different races	86%	80%	+6
In my classes, we have talked about getting along with people of different races	76	76	0
Students of different races get along well in my school	76	62	+14
Students of different races are treated fairly at my school	68	69	-1
It is important to go to school with students of other races	72	63	+9
Grades 7-12	(N=4150)	(N=8976)	
I like going to school with students of different races	78%	70%	+8
In my classes, we have talked about interracial understanding	58	54	+4
Students of different races are treated fairly at my school	61	54	+7
Students of different races get along well in my school	62	48	+14
It is important to go to school with students of other races	76	68	+8

Attitude Toward School. Five items on each student survey were used to assess how students felt about school and their teachers. Grade 3 and secondary alternative students were more positive than non-alternative students on each item. Alternative elementary students in grades 4-6 remained less positive than non-alternative students when queried on how interesting their school work was and if they liked school. Results were approximately the same or more positive on the remaining three items (see Table 11).

In comparison to survey results in 1988-89, alternative and non-alternative grade 3 and secondary students responded similarly or more positively to each item. Alternative and non-alternative grade 4-6 students' attitudes remained the same.

Safety and Discipline. Five items were used to measure the attitudes of students toward school safety and discipline. Alternative students' responses for each grade level grouping were more positive than those of non-alternative students to each item (see Table 12).

In comparison to survey results in 1988-89, alternative and non-alternative grade 3 and secondary students responded similarly or more positively to each item. Alternative grade 4-6 students' attitudes declined 2-3 percentage points on two items while non-alternative students' responses remained the same.

Table 11. Student Attitudes Toward School, April 1990.

Item	PERCENTAGE OF YES RESPONSES Alternative Students	PERCENTAGE OF YES RESPONSES Non-Alternative Students	Percentage Point Difference
Grade 3	(N=1747)	(N=2151)	
I like school.	84%	82%	+2
I like my school.	87	80	+7
My teachers care about me.	95	91	+4
School helps me feel good about myself.	87	86	+1
We do interesting things in class to help us learn.	95	93	+2
Grades 4-6	(N=5187)	(N=4891)	
I like school.	63%	65%	-2
I like my school.	62	53	+9
My teachers care about me.	74	71	+3
School helps me feel good about myself.	62	63	-1
Most of my school work is interesting.	61	65	-4
Grades 7-12	(N=4150)	(N=8976)	
I like school.	59%	54%	+5
I like my school.	50	49	+1
My teachers care about me.	51	47	+4
School helps me feel good about myself.	48	47	+1
The things I learn at school are important to me.	72	69	+3

Table 12. Student Attitudes Toward Safety and Discipline, April 1990.

Item	PERCENTAGE OF YES RESPONSES Alternative Students	PERCENTAGE OF YES RESPONSES Non-Alternative Students	Percentage Point Difference
Grade 3	(N=1747)	(N=2151)	
My teachers treat me fairly.	89%	86%	+3
There is good discipline in my school.	79	70	+9
My classmates usually obey our teacher(s).	74	67	+7
My parents feel there is good discipline in my school.	88	78	+10
I feel safe at school.	85	77	+8
Grades 4-6	(N=5187)	(N=4891)	
Teachers treat me fairly	67%	63%	+4
There is good discipline in my school.	61	54	+7
Students at my school are well behaved in class.	37	34	+3
My parents feel there is good discipline in my school.	64	55	+9
I feel safe at school.	66	63	+3
Grades 7-12	(N=4150)	(N=8976)	
Discipline in my school is handled fairly.	45%	41%	+4
There is good discipline in my school.	47	39	+8
Are most of the rules at your school fair?	39	36	+3
My parents feel there is good discipline in my school.	45	36	+9
I feel safe at school.	49	43	+6

Teacher Attitudes

The School Information System Teacher Survey was administered to both alternative and non-alternative teachers in May 1990. A total of 1,652 surveys identified as surveys from non-alternative teachers and 1,085 surveys identified as surveys from teachers of alternative programs were returned. Teachers rated each item using a 1 (poor) to 7 (excellent) rating scale, with a rating of 4 considered average.

Alternative teachers' average ratings for all items on the survey were more positive than those of non-alternative teachers. The average rating of alternative teachers to the 56 items on the survey was higher by 0.55 scale points in comparison to the average rating for non-alternative teachers. This difference has increased slightly now two consecutive years. Non-alternative teachers rated only 11% of the items an average of 5 scale points or higher, while teachers in alternative programs rated 50% of the items an average rating of 5 scale points or higher.

The responses given by these two groups of teachers to items which measured their interracial understanding, their attitudes toward school and school safety their attitudes toward discipline are shown for comparative purposes and are found in Tables 13-15.

Non-alternative teachers continued a pattern of decline in attitudes from three years ago. Of the 16 items identified in Tables 13-15, each item has declined at least slightly from average responses in 1986-87. All save one declined between 1988-89 and 1989-90. Alternative teacher attitudes also declined as measured on the 15 items from 1986-87 to 1987-88. However, for the second consecutive year their attitudes have improved slightly; again this year eleven of the 16 items reflected at least slight improvement in attitudes since the previous year for alternative teachers.

The gap between measured attitudes was widest with regard to discipline. Differences approached one full scale point on each item.

Interracial Understanding. Alternative teachers gave higher ratings to all six items measuring interracial understanding with each item showing a difference between alternative and non-alternative teachers of 0.50 scale points or higher (see Table 13). The alternative teachers gave approximately the same ratings on all five items as the previous year, while mean ratings for non-alternative teachers decreased on four items.

Table 13. Teacher Ratings of Interracial Understanding, May 1990.

Item	Mean Rating (1-7) Alternative Teachers (N = 1085)	Mean Rating (1-7) Non-Alternative Teachers (N = 1652)	Difference
Degree of interracial understanding within our student body.	4.98	4.15	+.83
Adequacy of my school's efforts to improve interracial understanding.	5.17	4.59	+.58
Degree of interracial understanding within our school staff.	5.15	4.55	+.60
Degree to which students of all races are treated fairly in our school.	5.63	4.99	+.64
Staff support for improved interracial understanding.	5.35	4.76	+.59

Attitude Toward School. Alternative teachers gave higher ratings to each of the five items measuring attitude toward school (see Table 14). The mean ratings for alternative teachers increased slightly from the previous year on four items, while ratings on all five items decreased for non-alternative teachers. This increased the small differences between the two groups in 1988-89 to differences of approximately .50 scale points on four of the items.

Table 14. Teacher Attitudes Toward School, May 1990.

Item	Mean Rating (1-7) Alternative Teachers (N = 1085)	Mean Rating (1-7) Non-Alternative Teachers (N = 1652)	Difference
My morale as it relates to my school.	5.15	4.56	+.59
Satisfaction with my teaching assignment.	5.67	5.25	+.42
General quality of teaching in our school.	5.78	5.29	+.49
Staff morale in our school.	4.76	4.04	+.72
Administrator(s) cooperation with the teachers in our school.	5.18	4.69	+.49

Safety and Discipline. Responses concerning safety and discipline at school were more positive for alternative program teachers than for non-alternative teachers (see Table 15). Differences in all items approached one full scale point in favor of alternative teachers. The areas of greatest difference concerned students' freedom from physical threat and behavior of students. The average ratings of alternative teachers improved slightly in five of the six items while the ratings of non-alternative teachers decreased again on all six items as compared to the previous year.

Table 15. Teacher Attitudes Toward Safety and Discipline, May 1990.

Item	Mean Rating (1-7) Alternative Teachers (N = 1085)	Mean Rating (1-7) Non-Alternative Teachers (N = 1652)	Difference
Effectiveness of disciplinary procedures in our school.	4.29	3.47	+.82
Clarity of our school's code of discipline.	4.85	4.04	+.81
Behavior of students in our school.	4.12	3.14	+.98
Students' freedom from physical threat in our school.	5.22	4.30	+.92
Administrative help in our school with discipline problems.	4.84	4.15	+.69
Safety of students within our school.	5.41	4.55	+.86

Parent Attitudes

Surveys were completed by 6,111 parents of alternative students and by 6,506 parents of non-alternative students during May 1990. Results of the SIS Parent Survey are shown as the percentage of positive responses and are reported in Tables 16-18.

Parents of alternative students were more positive than parents of non-alternative students to all items reported. Differences ranged from 6 to 14 percentage points higher for parents of alternative students. Over one-third of the items were 10 percentage points higher or more.

Responses to items from both groups of parents have varied little over the last four school years. The only exception to this finding is that positive attitudes of parents of non-alternative students declined again in 1989-90 toward the query concerning good discipline at their child's school.

Interracial Understanding. Four survey items measured interracial understanding of parents. Responses to these are reported in Table 16. Parents of alternative students gave a higher percentage of positive responses than parents of non-alternative students to each of these items. For the fifth year, over 80% of alternative parents indicated that their children should have interracial experiences in school. Parents of the two groups differed most when asked if there was good interracial understanding at their child's school.

Responses to these items remained approximately the same when compared to responses from the previous year for parents of alternative students. The percentage of positive responses dropped by a slight two percentage points for both groups in response to "Do you believe the staff at your child's school supports interracial understanding."

Table 16. Parent Ratings of Interracial Understanding, May 1990.

Item	Percentage of Yes Responses Alternative Parents (N=6,111)	 Non-Alternative Parents (N=6,506)	Difference
Do you believe the staff at your child's school supports interracial understanding?	75%	65%	+10%
Do you believe children should have interracial experiences in their school program?	85	75	+10
Do you think there is good interracial understanding in your child's school?	70	56	+14
Has the school done a good job of promoting interracial understanding?	68	57	+11

Attitude Toward School. Parents of alternative students gave more positive responses to all five items measuring attitude toward school (see Table 17). The items rated highest by both groups indicated that parents felt that schools were teaching what they wanted taught and that schools were doing a good job of teaching basic skills.

A slight two percentage point drop in positive responses occurred from the 1988-89 school year on the three highest rated items for both groups.

Table 17. Parent Attitudes Toward School, May 1990.

Item	Percentage of Yes Responses Alternative Parents (N=6,111)	 Non-Alternative Parents (N=6,506)	Difference
Does your child's school teach what you think should be taught?	87%	80%	+7
Are you satisfied with the quality of teaching at your child's school?	81	72	+9
Has the school done a good job of teaching your child basic skills such as reading?	88	82	+6
Do you believe your child's teachers take a personal interest in him/her?	74	67	+7
Do you feel your school's programs are meeting the individual needs of your child?	72	64	+8

Safety and Discipline. The responses of parents of alternative students were more positive than responses of parents of non-alternative students to each item measuring attitudes toward safety and discipline (see Table 18).

Attitudes for both groups remained approximately the same in comparison to the previous school year. However, the percentage of positive responses of non-alternative parents to the item concerning good discipline at school dropped by four percentage points, from 65% to 61%.

Table 18. Parent Attitudes Toward Safety and Discipline, May 1990.

	Percentage of Yes Responses		
Item	Alternative Parents (N=6,111)	Non-Alternative Parents (N=6,506)	Difference
Do you feel there is good discipline in your child's school?	74%	61%	+13
Do you feel your child is safe at school?	82	70	+12
Do you think your child is treated fairly at school?	81	75	+6
Do you believe the principal in your child's school is doing a good job?	81	73	+8
Do you feel your child is receiving an education that will help him/her become a good citizen?	86	79	+7

Program Costs

All alternative programs receive excess staffing allocations to assist them in achieving their unique goals. Excess staff are defined as certificated and non-certificated personnel who are assigned to alternative programs in addition to regular staffing allocations. Similarly, additional non-personnel budget allocations are given to alternative programs as supplements to allocations routinely made to schools. These personnel and non-personnel costs have been met with funds from the district's General Fund and the Bronson Settlement Agreement (state funds). Funds from the Bronson Settlement Agreement have been supporting new and existing alternative programs since September 1984.

Shown in Table 19 is the number of additional certificated and non-certificated personnel positions allocated to alternative programs. There were 317.7 additional full time equivalent positions provided, 210.2 of which were certificated positions. Kindergarten teachers (20%) and other regular classroom teachers (18%) together made up 38% of the total number of additional certificated personnel positions. Language teachers accounted for slightly under 14% of this total. Physical education, art or music teachers made up the largest single category. This group accounted for approximately 24% of the total number of additional certificated employees for alternative programs. This category included those additional teachers who taught in programs where physical education, art or music was a key component, such as C.A.P.E. or S.C.P.A., but also those who were assigned to other programs as well, such as I.G.E. and Montessori. Almost all of the non-certificated personnel positions were instructor assistant positions.

Non-personnel funds were provided to alternative school programs based on the number of students enrolled and other special needs of each program. These funds were used for a variety of purposes including staff inservice training, school renovation, classroom modules, curriculum development, equipment, materials and supplies.

Reported in Table 20 are estimated additional costs for each program and the percentage of these funds, personnel and non-personnel, whose source is the school district's General Fund. Estimated personnel funds were calculated using the average teacher salary (plus fringe benefits) for 1989-90 ($43,240) and the average salary for instructor assistants (plus fringe benefits) for 1989-90 ($11,585). Approximately 11.9 million dollars were allocated to alternative programs and approximately 47% of these dollars were allocated from the General Fund.

Table 19. Additional Certificated and Non-Certificated Personnel Positions for Alternative Programs, 1989-90.

Personnel	Full-Time Equivalent (FTE) Positions	
	Number	Percentage
Certificate Personnel		
Classroom Teacher	37.0	17.6%
Kindergarten Teacher	43.0*	20.5
Language Teacher	29.5	14.0
Physical Education, Art or Music Teacher	50.5	24.0
Coach	21.0	10.0
Coordinating Teacher	8.0	3.8
Occupational Therapist	2.0	0.9
Reading Lab Teacher	2.0	0.9
Reading Intervention Teacher	6.0	2.9
Suzuki Teacher	1.8	0.9
Curriculum Development Teacher	4.0	1.9
Science Lab Teacher	1.0	0.5
Drama Teacher	4.0	1.9
Gifted and Talented	0.4	0.2
Non-Certificated Personnel		
Instructor Assistant	105.5	98.1
Secretary	2.0	1.9
Total Additional Personnel		
Total Certificated Personnel	210.2	66.2%
Total Non-Certificated Personnel	107.5	33.8%
Total Personnel (Full Time Equivalent Positions)	317.7	100.0%

* (86 kindergarten teachers funded an additional half-day)

Table 20. Estimated Additional Personnel and Non-Personnel Costs by Alternative School Program, 1989-90.

Program/Location	Number of Certificated Positions	Number of Non-Certificated Positions	Personnel Costs	Non-Personnel Costs	Percentage of Additional Funds From General Fund
Arts Enrichment					
Primary Arts Enrichment					
Schiel (K-3)	8.3	0.0	358,892	2,590	0%
School for Creative and Performing Arts					
SCPA (4-12)	9.0	0.0	389,160	8,106	100
Total	17.3	0.0	748,052	10,696	52.4
Career Development					
High School for the Communication Professions					
Hughes Center (9-10)	4.6	0.5	204,697	299,300	0
High School for the Computer Professions					
Hughes Center (9-12)	7.2	0.5	317,120	52,270	0
High School for the Health Professions					
Hughes Center (9-10)	4.6	0.5	204,697	743,535	0
Total	16.4	1.5	726,514	1,095,105	0
Cincinnati Academy of Mathematics and Science					
Quebec Heights (K-6)	5.5	1.0	249,405	29,401	0
Woodward (7-12)	5.0	1.0	238,844	4,060	100
Total	10.5	2.0	488,249	33,461	46.6
Cincinnati Academy of Physical Education					
Winton Terrace (K-5)	8.5	0.0	367,540	3,472	11.7
C.A.P.E. (6-12)	8.0	0.0	345,920	5,978	100
Total	16.5	0.0	713,460	9,450	54.7
Elementary College Preparatory					
Anderson Place (4-6)	0.17	0.0	7,351	568	100
Bond Hill (4-6)	0.17	0.0	7,351	480	100
Burton (4-6)	0.17	0.0	7,351	440	100
Covedale (4-6)	0.17	0.0	7,351	1,808	100
Pleasant Hill (4-6)	0.36	0.0	15,566	832	47.3
Roselawn/Condon (4-8)	0.16	0.0	6,918	2,264	100
Total	1.2	0.0	51,888	6,392	85.2
Elementary Individually Guided Education					
Eastern Hills (K-8)	4.7	6.0	272,738	5,328	96.9
Heinold (K-8)	4.0	6.0	242,470	4,048	100
Silverton (K-6)	4.5	6.0	264,090	3,784	100
Woodford (K-3)	5.0	6.0	285,710	2,920	100
Total	18.2	24.0	1,065,008	16,080	99.2
Extended Day Enrichment					
Heberle (K-6)	2.5	1.0	119,685	4,561	0
Foreign Language and Culture					
Academy of World Languages					
Sawyer (K-5)	10	0	432,400	1,897	0
Cincinnati Bilingual Academy					
Sawyer (6-8)	10	0.0	432,400	2,000	100

Table 20. (Cont'd.)

Program/Location		Number of Certificated Positions	Number of Non-Certificated Positions	Personnel Costs	Non-Personnel Costs	Percentage of Additional Funds From General Fund
French Bilingual						
Carthage	(K-5)	2	0	86,480	31,474	74.6
Midway	(K-5)	3	0	129,720	1,050	100
Mt. Washington	(K-5)	2	0	86,480	1,450	100
Total		7	0.0	302,680	33,974	91.1
German Bilingual						
Fairview	(K-5)	6.5	1	292,645	1,900	100
International Studies Academy						
Withrow	(9-12)	0.0	0.0	0	26,105	100
Spanish Bilingual						
Cheviot	(K-5)	2	0	86,480	1,500	98.3
Hartwell	(K-5)	3	0	129,720	950	100
Mt. Airy	(K-5)	1	0	43,240	1,060	100
Pleasant Ridge	(K-5)	1	0	43,240	1,150	100
Swifton	(K-5)	0.5	0	21,620	650	100
Total		7.5	0.0	324,300	6,660	99.5
Total All Foreign Language		41	1.0	1,784,425	72,536	74.9
Fundamental Academy						
College Hill	(K-6)	2.0	0.0	86,480	3,920	100
Linwood	(K-6)	1.0	0.0	43,240	2,456	100
Total		3.0	0.0	129,720	6,376	100
Individual Progress and Social Impact Program						
Bramble	(K-3)	1.0	0.0	43,240	1,000	2.3
Pleasant Hill	(K-3)	1.0	0.0	43,240	2,304	5.1
Total		2.0	0.0	86,480	3,304	3.7
Junior High College Readiness						
Dater	(7-9)	3.0	0.0	129,720	1,160	100
Peoples	(7-8)	2.0	0.0	86,480	632	100
Porter	(7-8)	2.0	0.0	86,480	376	100
Schwab	(7-8)	2.0	0.0	86,480	800	100
Total		9.0	0.0	389,160	2,968	100
Montessori						
Carson	(K-3)	5.5	12.5	382,633	17,750	0
North Avondale	(K-6)	6.5	24.0	559,100	3,904	79.4
Sands	(K-6)	6.0	28.0	583,820	5,280	100
Total		18.0	64.5	1,525,553	26,934	66.7
Multi-Age						
Clifton	(K-6)	1.5	8.0	157,540	3,668	73.2
Paideia						
Roberts	(K-8)	17.0	1.0	746,665	14,450	0
Shroder	(7-9)	17.0	0.0	735,080	9,650	0
Hughes Center	(9-10)	4.6	0.5	204,697	179,947	0
Total		38.6	1.5	1,686,442	204,047	0
Reading/Language Arts Demonstration Center						
Douglass	(K-6)	7.0	2.0	325,850	2,989	100
Roll Hill	(K-6)	6.5	2.0	304,230	2,975	0
University Demonstration School						
Chase	(3-6)	1.0	0.0	43,240	5,789	100
Total		13.5	4.0	630,080	5,964	51.7
TOTAL		**210.2**	**107.5**	**10,345,496**	**1,507,331**	**47.4%**

Summary

The 1989-1990 school year was the twentieth year alternative programs in the Cincinnati Public Schools have contributed to efforts in providing quality integrated educational opportunities for students. The total number of alternative school program offerings increased to 50 by the addition of three new programs and the elimination of two. The number of students attending alternative programs was 19,169, an increase of 421 over the previous school year, and 58% of the students in these programs were black.

A total of 12,459 alternative program applications were received form 8744 students for the 1989-90 school year. Fifty-six percent of the students submitting applications were accepted into an alternative program.

Almost 50% of all alternative students scored as well as or better than the national norm on standardized tests in reading, language and mathematics. Comparisons of academic achievement between alternative and non-alternative program students revealed that a higher percentage of alternative program students scored at or above the national norm in reading (47.4% and 32.8%, respectively), language (48.6% and 33.7%, respectively) and mathematics (48.1% and 34.2%, respectively). Neither alternative nor non-alternative students met the expected achievement gain over last year's achievement scores in reading (-1.9 NCEs and -2.3 NCEs, respectively), language (-0.9 NCEs and -1.3 NCEs, respectively) or mathematics (-3.0 NCEs and -2.4 NCEs, respectively). Overall, these achievement results were similar for both groups of students.

Alternative program students, their parents, and teachers all held more positive attitudes toward school and toward school safety and discipline than their peers in non-alternative programs. The interracial understanding of alternative students, their parents and teachers was also more positive than for their non-alternative peers.

Budget allocations for program staff, in excess of regular school staffing formulas, totaled approximately ten million three hundred thousand dollars for the 1989-90 school year. An additional amount of approximately one and one-half million dollars was allocated to alternative programs for non-personnel costs. The sources of these funds were the General Fund and the Bronson Settlement Agreement.

Approved by:

Bernard Barbadora, Director
Planning, Research and Evaluation

APPENDIX A

Table A. Number of Students Enrolled in Current Alternative Programs, 1984-85 Through 1989-90.

Programs and Current Sites		84-85	85-86	86-87	87-88	88-89	89-90
Arts Enrichment							
Primary School for Arts Enrichment							
Schiel	(K-3)	—	161	284	389	383	381
School for Creative and Performing Arts							
SCPA	(4-12)	1113	1127	1134	1122	1170	1147
Total		1113	1288	1418	1511	1553	1528
Career Development							
Communications Professions							
Hughes Center	(9-10)	—	—	—	—	—	148
Computer Professions							
Hughes Center	(9-12)	95	300	364	350	328	250
Health Professions							
Hughes Center	(9-10)	—	—	—	—	—	149
Total		188*	400*	452*	442*	413*	547
Cincinnati Academy of Mathematics and Science							
Quebec Heights	(K-6)	—	—	—	—	619	606
Woodward	(7-12)	438	496	461	495	466	550
Total		499*	573*	535*	575*	1085	1156
Cincinnati Academy of Physical Education							
Winton Terrace	(K-5)	—	201	413	492	512	546
C.A.P.E. High	(6-12)	1240	1208	1182	1043	930	965
Total		1240	1409	1595	1535	1442	1511
Elementary College Preparatory							
Anderson Place	(4-6)	85	84	79	81	74	77
Bond Hill	(4-6)	84	70	68	69	63	62
Burton	(4-6)	52	49	60	65	53	63
Covedale	(4-6)	228	241	246	250	226	219
Pleasant Hill	(4-6)	99	138	126	116	100	99
Roselawn/Condon	(4-8)	340	265	275	268	281	272
Total		888	847	854	849	797	792
Elementary Individually Guided Education							
Eastern Hills	(K-8)	560	672	687	726	715	716
Heinold	(K-8)	535	574	551	531	558	525
Silverton	(K-6)	464	460	452	499	510	522
Woodford	(K-3)	378	415	409	414	370	409
Total		1973*	2252*	2163*	2197*	2153	2172
Extended Day Enrichment							
Heberle	(K-6)	61	55	39	61	65	35
Foreign Language and Culture							
Academy of World Languages							
Sawyer	(K-5)	—	79	161	171	255	304
Cincinnati Bilingual Academy							
Sawyer	(6-8)	390	384	426	480	510	591
French Bilingual							
Carthage	(K-5)	380	389	396	424	398	394
Midway	(K-5)	267	273	268	251	260	253
Mt. Washington	(K-5)	339	181	354	361	363	356
Total		986	843	1018	1036	1021	1003

Table A. (Cont'd.)

Programs and Current Sites		84-85	85-86	86-87	87-88	88-89	89-90
German Bilingual							
Fairview	(K-5)	546	572	580	607	589	630
International Studies Academy							
Withrow	(9-12)	536	522	499	557	524	543
Spanish Bilingual							
Cheviot	(K-6)	236	300	351	349	396	411
Hartwell	(K-5)	219	227	224	206	218	214
Mt. Airy	(K-5)	246	220	233	226	233	225
Pleasant Ridge	(K-5)	335	341	319	320	313	310
Swifton	(K-5)	92	110	118	137	137	119
Total		1128	1198	1245	1238	1297	1279
Total All Foreign Language		3586	3598	3929	4089	4196	14350
Fundamental Academy							
College Hill	(K-6)	516	535	572	546	521	513
Linwood	(K-6)	326	312	308	319	315	291
Total		842	847	880	865	836	804
Individual Progress and Social Impact Program							
Bramble	(K-3)	156	121	122	106	129	126
Pleasant Hill	(K-3)	363	318	327	315	327	342
Total		519	439	449	421	456	468
Junior High College Readiness							
Dater	(7-9)	84	121	116	119	149	177
Peoples	(7-8)	111	112	106	110	79	66
Porter	(7-8)	154	171	86	80	47	47
Schwab	(7-8)	120	108	95	107	102	93
Total		533*	567*	403	416	377	383
Montessori							
Carson	(K-3)	—	—	—	--	166	204
North Avondale	(K-6)	241	348	430	479	514	510
Sands	(K-6)	653	649	634	641	664	651
Total		894	997	1064	1120	1344	1365
Multi-Age							
Clifton	(K-6)	661	682	612	631	576	552
Paideia							
Roberts	(K-8)	—	—	--	--	810	796
Shroder	(7-9)	—	—	189	373	468	569
Hughes Center	(9-10)	—	—	—	—	--	143
Total		—	—	189	373	1278	1508
Reading/Language Arts Demonstration Center							
Douglass	(K-6)	609	663	631	631	624	616
Roll Hill	(K-6)	—	—	367	435	461	480
Total		609	663	998	1066	1085	1096
University Demonstration School							
Chase	(3-6)	700	715	848	878	864	902
TOTAL ALL ALTERNATIVE PROGRAMS	(K-12)	14420*	15518*	16612*	17231*	18748*	19169

* Number reflects program(s) since closed and not listed in table.

APPENDIX B

Table B. Percentage of Black Students in Current Alternative Programs, 1984-85 Through 1989-90.

Programs and Current Sites		84-85	85-86	86-87	87-88	88-89	89-90
Arts Enrichment							
Primary School for Arts Enrichment							
Schiel	(K-3)	—	49.1	54.2	57.3	55.4	58.3
School for Creative and Performing Arts							
SCPA	(4-12)	45.1	45.8	46.4	44.2	44.7	46.7
Total		—	46.2	48.0	47.6	47.3	49.6
Career Development							
High School for the Communication Professions							
Hughes Center	(9-10)	—	—	—	—	—	62.8
Computer Professions							
Hughes Center	(9-12)	42.1	46.0	58.5	69.4	77.4	64.8
Health Professions							
Hughes Center	(9-10)	—	—	—	--	--	71.1
Total		55.9*	49.0*	59.1*	67.2*	76.3*	66.0
Cincinnati Academy of Mathematics and Science							
Quebec Heights	(K-6)	—	—	--	--	43.1	45.5
Woodward	(7-12)	78.5	79.0	76.8	74.1	74.5	74.4
Total		79.2*	81.3*	78.3*	77.7*	56.6	59.3
Cincinnati Academy of Physical Education							
Winton Terrace	(K-5)	—	67.2	57.4	56.9	62.0	68.7
C.A.P.E. High	(6-12)	54.8	55.5	56.1	54.7	58.8	59.3
Total		—	57.1	56.4	55.4	59.9	62.7
Elementary College Preparatory							
Anderson Place	(4-6)	42.4	40.5	43.0	39.5	39.2	46.8
Bond Hill	(4-6)	97.6	98.6	98.5	98.6	95.2	96.8
Burton	(4-6)	98.1	100.0	100.0	98.5	98.1	98.4
Covedale	(4-6)	33.3	28.2	30.9	31.6	34.1	32.0
Pleasant Hill	(4-6)	67.7	65.2	69.8	71.6	64.0	68.7
Roselawn/Condon	(4-8)	55.0	64.9	59.3	58.2	59.1	58.5
Total		56.2	56.9	57.1	56.8	56.2	57.4
Elementary Individually Guided Education							
Eastern Hills	(K-8)	53.9	53.0	44.9	55.4	65.3	58.2
Heinold	(K-8)	63.9	61.7	63.0	65.7	69.2	69.9
Silverton	(K-6)	82.5	83.7	81.9	82.8	80.6	84.5
Woodford	(K-3)	54.8	59.0	55.3	52.4	51.1	53.5
Total		64.2*	65.0*	61.9*	63.7*	64.0	66.5
Extended Day Enrichment							
Heberle	(K-6)	67.2	45.5	46.2	77.0	55.4	65.7
Foreign Language and Culture							
Academy of World Languages							
Sawyer	(K-5)	—	58.2	53.4	57.3	60.0	65.1
Cincinnati Bilingual Academy							
Sawyer	(6-8)	59.2	58.1	54.2	55.2	51.0	55.2
French Bilingual							
Carthage	(K-5)	51.8	56.6	61.4	59.7	62.6	65.2
Midway	(K-5)	40.8	38.5	42.9	47.0	46.9	49.0
Mt. Washington	(K-5)	28.3	24.3	20.6	23.8	23.1	25.3
Total		40.8	43.3	42.3	44.1	44.6	47.0

Table B. (Cont´d.)

Programs and Current Sites		84-85	85-86	86-87	87-88	88-89	89-90
German Bilingual							
Fairview	(K-5)	41.0	44.9	47.6	48.3	47.9	47.9
International Studies Academy							
Withrow	(9-12)	61.9	67.8	69.5	60.7	71.0	75.3
Spanish Bilingual							
Cheviot	(K-6)	37.7	39.7	38.5	44.1	46.7	47.2
Hartwell	(K-5)	52.1	56.4	60.3	64.6	61.0	61.2
Mt. Airy	(K-5)	50.4	53.6	53.6	53.1	55.4	60.9
Pleasant Ridge	(K-5)	54.3	62.2	62.7	62.2	64.9	63.9
Swifton	(K-5)	66.3	53.6	50.8	43.8	45.3	48.7
Total		50.5	53.1	52.6	53.8	54.9	56.1
Total All Foreign Languages		49.1	52.4	51.6	51.8	51.6	55.7
Fundamental Academy							
College Hill	(K-6)	57.2	56.6	57.7	57.0	59.7	62.4
Linwood	(K-6)	39.6	38.1	41.9	45.5	44.8	48.5
Total		50.4	49.8	52.2	52.7	54.1	57.3
Individual Progress and Social Impact Program							
Bramble	(K-3)	50.6%	51.2%	55.7%	50.9%	65.9%	73.8%
Pleasant Hill	(K-3)	68.0	69.5	71.6	74.6	74.3	73.1
Total		62.8	64.5	67.3	68.6	71.9	73.3
Junior High College Readiness							
Dater	(7-9)	48.8	50.4	45.7	43.7	39.6	37.3
Peoples	(7-8)	66.7	81.3	83.0	70.9	70.9	74.2
Porter	(7-8)	69.5	71.9	67.4	68.8	59.6	61.7
Schwab	(7-8)	48.3	58.3	55.7	63.6	60.8	59.1
Total		62.9*	67.4*	62.5	60.8	54.4	52.0
Montessori							
Carson	(K-3)	—	—	—	—	38.6	43.1
North Avondale	(K-6)	57.7	61.5	56.9	55.7	53.7	52.9
Sands	(K-6)	48.1	49.9	50.9	50.1	46.7	47.9
Total		50.7	54.0	53.4	52.5	48.4	49.1
Multi-Age							
Clifton	(K-6)	53.9	56.0	58.2	56.3	59.0	58.9
Paideia							
Roberts	(K-8)	—	—	—	—	42.5	40.8
Shroder	(7-9)	—	—	58.7	65.2	55.3	58.9
Hughes Center	(9-10)	—	—	—	—	—	64.3
Total		—	—	—	—	47.2	49.9
Reading/Language Arts Demonstration Center							
Douglass	(K-6)	65.7	75.3	72.6	73.7	76.6	77.9
Roll Hill	(K-6)	—	—	56.4	60.4	54.9	57.9
Total		—	—	66.6	65.8	67.4	69.2
University Demonstration School							
Chase	(3-6)	59.3	57.6	53.9	53.4	57.9	63.5
TOTAL ALL ALTERNATIVE PROGRAMS	**(K-12)**	**53.3***	**57.1***	**56.1***	**56.6***	**56.0***	**58.3**

* Percentage reflects program(s) since closed and not listed in table.

CINCINNATI PUBLIC SCHOOLS

ALTERNATIVE PROGRAMS

	YEAR PROGRAM STARTED	CURRENT SITE(S)
APPLIED ARTS ACADEMY The need for students to understand the technical work-oriented world is important. This understanding can begin early in life and continue through all phases of education. For this reason, the establishment of an industrial arts related program at the elementary level is appropriate. The curriculum provides students with experiences and background for the technical advances in society. The Applied Arts Academy (grades 4-6) gives the student a headstart on this wide scope of practical and applied knowledge as well as a comprehensive basic program, Grades 4-6.	Highland, 1977 Relocated to Oyler, 1979	Oyler
BILINGUAL - FRENCH This program provides students the opportunity to become bilingual while increasing their verbal skills in English. The French Bilingual Program teaches oral language skills; later, French reading and writing are introduced. Teachers conduct a portion of each school day entirely in French, Grades K-5.	Douglass, 1975 (closed 1981) Quebec, 1975 (closed 1978) Midway, 1978 Carthage, 1979 Mt. Washington, 1983	Midway Carthage Mt. Washington
BILINGUAL - GERMAN This program introduces a foreign language to children in the primary grades. The discipline of language fits well with the mastery of basic skills. The German Bilingual Program provides students with the basic fundamentals of oral German. In the upper grades, parts of the courses are taught in German, Grades K-5.	Schiel, 1974 Moved to Fairview, 1976	Fairview

	YEAR PROGRAM STARTED	CURRENT SITE(S)
BILINGUAL - SPANISH		
This program provides students the opportunity to become bilingual while increasing their verbal skills in English. The Spanish Bilingual Program begins with oral language skills; later, Spanish reading and writing are introduced. Teachers conduct a portion of each school day entirely in Spanish, Grades K-5.	Hartwell, 1975 Mt. Airy, 1976 Pleasant Ridge, 1976 Swifton, 1976 Cheviot, 1983	Hartwell Mt. Airy Pleasant Ridge Swifton Cheviot
ACADEMY OF WORLD LANGUAGES		
The Academy of World Languages, in addition to developing students' basic learning skills, offers four programs in the study of culture and language: Arabic, Chinese, Japanese, and Russian. Students in Kindergarten through third grade study specific cultures with gradual introduction to the language. Beginning in the forth grade there will be an intensive program of language instruction, including the writing system. Children command a better knowledge of their own language through the study of a foreign language. They also develop an understanding of another society's culture and language, have an opportunity to understand the position of the United States in a world society, as well as examine the roles of these ethnic groups within our country. All day kindergarten will be a part of the program, Grades K-5.	Schiel, 1985 Moved to Sawyer, 1987	Sawyer
CHASE INTERMEDIATE DEMONSTRATION SCHOOL		
Chase Intermediate Demonstration School will serve as a center for the study and development of exemplary teaching techniques. The school, in conjunction with local universities, will serve as a training center for prospective teachers and will have an ongoing study program of varied methods of instruction with on-site application in the classroom. Attention will be focused on developing effective and innovative teaching techniques geared to meet the needs of fourth, fifth, and sixth graders, Grades 3-6.	Chase, 1981	Chase

	YEAR PROGRAM STARTED	CURRENT SITE(S)
ELEMENTARY COLLEGE PREPARATORY The Elementary College Preparatory Program emphasizes basic skills and provides acceleration and enrichment in critical reading. Pupils entering the program should be performing on at least an average ability level, Grades 4-6 (4-8 at Roselawn/Condon).	Burton, 1975 Covedale, 1975 Roselawn/Condon, 1975 Bond Hill, 1976 Pleasant Hill, 1976 Anderson Place, 1980	Burton Covedale Roselawn/Condon Bond Hill Pleasant Hill Anderson Place
ELEMENTARY IGE Individually Guided Education utilizes a problem-solving process as its instructional method. A variety of learning techniques -- including textbooks, lectures, discussion groups, independent study, and audio visual aids -- are used. Grades K-8, dependent upon program.	Eastwood, 1972 (closed 1978) Kennedy, 1972 (closed 1980) North Avondale, 1975 (will close 1987) Silverton, 1975 Woodford, 1976 Heinold, 1977 Eastern Hills, 1979	North Avondale Silverton Woodford Heinold Eastern Hills
ELEMENTARY MATH AND SCIENCE ACADEMY This program is designed to enrich the child's science and mathematics program while also emphasizing basic skills in reading, writing, and social studies. The students have the opportunity to observe and interact with cooperating scientists and mathematicians in the community. The curriculum provides for both personalized instruction and independent studies. Quebec Heights, Grades K-6.	Rockdale, 1977 (closed 1988) Quebec Heights, 1988	Quebec Heights

	YEAR PROGRAM STARTED	CURRENT SITE(S)
EXTENDED DAY PROGRAM This program serves students who desire a solid basic skills program during the regular school day and quality learning experiences in before and after school hours. Supervised study time, tutorial assistance, enrichment activities, and an optional breakfast program are among the special features, Grades K-6.	Heberle, 1984 Rockdale, 1984 (closed 1984)	Heberle
FUNDAMENTAL ACADEMY There are two special features in the Fundamental Academies: 1) the strong basic instructional program in reading, writing, mathematics, and science; and 2) a clearly defined code of conduct which is agreed to by each parent and student at the time of admission. Respect for authority, courtesy, law, and patriotism are emphasized, Grades K-6.	Linwood, 1975 College Hill, 1976	Linwood College Hill
I.P.S.I.P. In the Individual Progress and Social Impact Program, student development of social awareness and attitudes toward school, community, and self are stressed. Since the early years of a student's education are the most formative, the program is based on children working, playing, and interacting with children of different races and cultures, Grades K-3.	Bramble, 1970 Pleasant Hill, 1970 Losantiville, 1973 (closed 1979)	Bramble Pleasant Hill
MONTESSORI A Montessori school is based on the learning principles of Maria Montessori and emphasizes the development of the whole child in a special environment It utilizes teachers who are trained in Montessori methods. Each pupil is treated as an individual whose specific needs, learning styles, and rates of growth are considered. This program is the first public Montessori offering through the sixth year anywhere in the United States. Applications are being accepted for Kindergarten and Grade 1 only. Applications of children transferring from other Montessori programs will be reviewed on an individual basis, Grades K-6 (Sands), Grades K-6 (North Avondale). Grades K-3 (Carson).	Mt. Adams, 1974 (closed 1977) Heberle, 1976 (closed 1980) Oyler, 1976 (closed 1978) Sands, 1980 North Avondale, 1983 Carson 1988	Sands North Avondale Carson

	YEAR PROGRAM STARTED	CURRENT SITE(S)
MULTI-AGE, NON-GRADED		
A non-graded setting is utilized with students in primary or intermediate learning units. This organization permits students the use of instructional material geared to each child's achievement level. Teachers stay with the same group of children for a period of three years, permitting them to become well acquainted with each student's learning abilities, Grades K-6.	Clifton, 1975	Clifton
READING/LANGUAGE ARTS DEMONSTRATION CENTER		
This alternative program offers concentration in the academic disciplines of reading, writing, speaking, and listening skills, as well as a very rich program in other subject areas. The program is designed for those students with an interest in developing excellence in the language arts. Students in this alternative may participate in the Reading Intervention Program, Young Authors, Great Books, Reading Laboratory, and poet-in-residence program, Grades K-6.	Douglass, 1981 Roll Hill, 1986	Douglass Roll Hill
CINCINNATI ACADEMY OF MATH AND SCIENCE (CAMAS)		
The Cincinnati Academy of Mathematics and Science is designed to provide a concentrated program of mathematics and science. This alternative includes a strong academic curriculum in English and Social Studies. It is recommended that all students in the program elect a foreign language, Grades 7-12.	Cutter, 1975 Moved to Woodward, 1977	Woodward
CINCINNATI ACADEMY OF PHYSICAL EDUCATION		
This school maintains a strong basic academic program which assures the child the development of the fullest intellectual ability. A strong vigorous physical education program and a basic physical development program are emphasized. Dual and individual sports, as in the Olympiad tradition are stressed. A strict mental and physical discipline approach helps the child realize the goal of a sound mind in a sound body, Grades 6-12.	C.A.P.E., 1977	C.A.P.E.

	YEAR PROGRAM STARTED	CURRENT SITE(S)
PHYSICAL EDUCATION PRIMARY SCHOOL A program in physical education is vital to the development of children and strongly enhances basic learning. The broad goals of the Physical Education Primary School are to develop students' learning skills and to increase body awareness, develop basic motor skills and coordination, build self-confidence, and provide opportunities for promoting good sportsmanship and self-expression. Students receive a general physical education period daily and a special physical education period every other day. All day Kindergarten will be a part of the program. Students can enter the program at any level, Grades K-5.	Physical Education Primary School Winton Terrace, 1985	Winton Terrace
CINCINNATI BILINGUAL ACADEMY This program is an extension of the French, German, Spanish, Arabic, Chinese, Japanese, and Russian Bilingual Programs introduced in earlier elementary grades. It brings students from the seven languages together in one location to continue instruction in content areas in the second language as well as in English, Grades 6-8.	Schiel, 1974 Moved to Sawyer, 1985	Sawyer
CITY-WIDE LEARNING COMMUNITY The City-Wide Learning Community combines learning with urban life. Students and staff determine the school program, utilizing resources throughout the city to make the courses more relevant to each learner. These experiences might range from audition courses at the University of Cincinnati to working with a city official or corporate head. It is truly a school without walls, Grades 9-12.	Hughes, 1971	Hughes

	YEAR PROGRAM STARTED	CURRENT SITE(S)
COMPUTERS UNLIMITED		
The Computers Unlimited Program opens the world of computers to students. The program combines the elements of computer service with the use of instructional technology in the areas of science, mathematics, English, and social studies. Students learn how to use the computer as a tool for problem-solving, creative thinking, and simulation, Grades 9-12.	Hughes, 1984	Hughes
THE INTERNATIONAL STUDIES ACADEMY		
The International Studies Academy embraces three programs: 1) The International Studies Program, 2) The International Baccalaureate Program, and 3) English as a Second Language Program for non-English speaking students, Grades 9-12.	Withrow, 1980	Withrow
JUNIOR HIGH COLLEGE READINESS		
The Junior High College Readiness Program stresses college preparatory skills and offers career orientation and development. Pupils entering the program should be performing on at least an average ability level, Grades 7-8 (Dater 7-9).	Campbell, 1975 (closed 1978) Cutter, 1975 (closed 1976) Gamble, 1975 (closed 1982) Peoples, 1975 Shroder, 1975 (closed 1985) Porter, 1976 Schwab, 1978 Dater, 1983	Peoples Porter Schwab Dater

	YEAR PROGRAM STARTED	CURRENT SITE(S)
SCHOOL FOR CREATIVE AND PERFORMING ARTS (S.C.P.A.) This school offers study programs in visual arts, dance, drama, music and creative writing, as well as a strong basic instructional program. It was developed for those students with interest in the creative and performing arts. Many students from this school have had the opportunity to perform professionally, and all children are involved in local productions, Grades 4-12.	Mt. Adams, 1973 Jewish Community Center, 1976 Moved to Cutter, 1976	S.C.P.A. (Cutter Site)
PRIMARY SCHOOL FOR ARTS ENRICHMENT The primary School for Arts Enrichment offers children a strong academic program, as well as a well-rounded program in art, music, movement, drama, and creative writing. The focus of this program, as in any primary program, is to develop broad learning skills, positive attitudes, and a basic foundation in reading and mathematics. The program also provides opportunities for children to develop their talents and creativity. There will be specialists for the arts portion of the program. The school will be supported with musical instruments, special equipment, and supplies. All day Kindergarten will be a part of the program. Students can enter at any grade level without an audition, Grades K-3.	Schiel, 1985	Schiel
PAIDEIA CRITICAL THINKING SCHOOL Mortimer Adler, in his book, The Paideia Proposal, contends that "Soon, most jobs will be thinking jobs requiring higher levels of reasoning, computing, analytical skills, and decision-making techniques." To ready our children for this world, the Paideia concept of education prepares students for earning a living, the duties of citizenship, and self-development after formal school is completed. All students take the same course of study. Three modes of learning are used by teachers: 1) acquisition of knowledge through traditional teaching techniques, 2) the development of the intellectual skills of learning and thinking in coaching labs, and 3) use of student seminars to further the understanding of basic ideas and values, Shroder, Grades 7-9, Roberts, Grades K-8.	Shroder, 1986 Roberts, 1988	Shroder Roberts

Revised 12/13/88

APPENDIX D

Appendix D
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CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of November 28, 1990.

NO. OF TRANS.	RECEIVING SCHOOL	GR. K	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. UN	BLACK	WHITE
1	**ANDERSON PL TOTAL 1990-91**	**0**	**0**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**1**
1	ANDERSON PL TOTAL 1989-90	0	0	0	1	0	0	0	0	0	1
8	**CARSON TOTAL 1990-91**	**0**	**0**	**0**	**0**	**0**	**4**	**4**	**0**	**8**	**0**
4	CARSON TOTAL 1989-90	0	0	0	0	3	0	1	0	4	0
4	**C FAIRMOUNT TOTAL 1990-91**	**0**	**0**	**1**	**1**	**0**	**1**	**1**	**0**	**4**	**0**
13	C FAIRMOUNT TOTAL 1989-90	0	0	1	2	4	3	3	0	13	0
67	**COVEDALE TOTAL 1990-91**	**9**	**8**	**8**	**13**	**11**	**9**	**7**	**2**	**67**	**0**
53	COVEDALE TOTAL 1989-90	1	8	13	19	5	3	4	0	53	0
38	**HARTWELL TOTAL 1990-91**	**0**	**6**	**3**	**4**	**9**	**6**	**10**	**0**	**38**	**0**
44	HARTWELL TOTAL 1989-90	0	3	5	9	10	8	9	0	44	0
22	**HYDE PARK TOTAL 1990-91**	**0**	**0**	**6**	**6**	**3**	**5**	**2**	**0**	**20**	**2**
37	HYDE PARK TOTAL 1989-90	0	6	8	6	7	3	7	0	29	8
64	**KILGOUR TOTAL 1990-91**	**3**	**11**	**12**	**8**	**16**	**7**	**6**	**1**	**64**	**0**
71	KILGOUR TOTAL 1989-90	11	10	8	15	12	6	9	0	71	0
13	**KIRBY ROAD TOTAL 1990-91**	**1**	**8**	**4**	**0**	**0**	**0**	**0**	**0**	**13**	**0**
6	KIRBY ROAD TOTAL 1989-90	0	1	5	0	0	0	0	0	6	0
8	**LOSANTIVILLE TOTAL 1990-91**	**0**	**2**	**1**	**2**	**1**	**2**	**0**	**0**	**2**	**6**
15	LOSANTIVILLE TOTAL 1989-90	4	1	2	2	2	2	2	0	4	11
12	**MCKINLEY TOTAL 1990-91**	**0**	**1**	**4**	**2**	**1**	**2**	**2**	**0**	**12**	**0**
9	MCKINLEY TOTAL 1989-90	0	3	2	1	2	1	0	0	9	0
59	**MIDWAY TOTAL 1990-91**	**0**	**3**	**7**	**6**	**16**	**12**	**14**	**1**	**59**	**0**
41	MIDWAY TOTAL 1989-90	0	0	2	13	7	13	6	0	41	0

NO. OF TRANS.	RECEIVING SCHOOL	GR. K	GR. 1	GR. 2	GR. 3	GR. 4	GR. 5	GR. 6	GR. UN	BLACK	WHITE
18	**MT. AIRY TOTAL 1990-91**	0	7	3	2	4	1	1	0	18	0
5	MT. AIRY TOTAL 1989-90	0	0	0	1	1	1	2	0	4	1
42	**MT. WASH. TOTAL 1990-91**	0	3	2	7	4	11	14	1	42	0
35	MT. WASH. TOTAL 1989-90	0	1	1	3	10	11	9	0	35	0
2	**N FAIRMOUNT TOTAL 1990-91**	0	0	1	0	0	0	0	1	0	2
2	N FAIRMOUNT TOTAL 1989-90	0	1	1	0	0	0	0	0	2	0
9	**OYLER TOTAL 1990-91**	0	2	1	0	0	1	2	3	9	0
17	OYLER TOTAL 1989-90	0	6	2	0	1	5	3	0	17	0
1	**PLEASANT HILL TOTAL 1990-91**	1	0	0	0	0	0	0	0	0	1
1	**ROCKDALE TOTAL 1990-91**	0	0	1	0	0	0	0	0	0	1
2	**ROSELAWN TOTAL 1990-91**	0	0	0	1	0	1	0	0	0	2
3	ROSELAWN TOTAL 1989-90	0	1	0	1	1	0	0	0	0	3
2	**SAYLOR PARK TOTAL 1990-91**	0	0	0	1	0	0	1	0	2	0
1	**WASHBURN TOTAL 1990-91**	0	0	0	0	0	1	0	0	0	1
1	WASHBURN TOTAL 1989-90	0	0	0	0	1	0	0	0	0	1
0	**WASH. PARK TOTAL 1990-91**	0	0	0	0	0	0	0	0	0	0
5	WASH. PARK TOTAL 1989-90	0	1	1	0	0	2	1	0	4	1
36	**WESTWOOD TOTAL 1990-91**	1	1	6	7	7	7	7	0	36	0
32	WESTWOOD TOTAL 1989-90	0	4	2	7	8	7	3	0	32	0
12	**WHITTIER TOTAL 1990-91**	1	2	2	4	2	1	0	0	12	0
1	WHITTIER TOTAL 1989-90	0	0	1	0	0	0	0	0	1	0
1	**WINTON PLACE TOTAL 1990-91**	0	0	0	1	0	0	0	0	0	1
1	WINTON PLACE TOTAL 1989-90	0	0	1	0	0	0	0	0	0	1
423	**GRAND TOTAL 1990-91**	16	54	62	65	75	71	71	9	406	17
396	GRAND TOTAL 1989-90	16	46	55	80	74	65	60		367	29

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of November 28, 1990.

NO. OF TRANS.	RECEIVING SCHOOL	GR. 7	GR. 8	GR. 9	GR. 10	GR. 11	GR. 12	GR. UN	BLACK	WHITE
2	**AIKEN TOTAL 1990-91**	0	0	1	0	1	0	0	0	2
4	AIKEN TOTAL 1989-90	0	0	1	0	2	1	0	0	4
229	**DATER TOTAL 1990-91**	105	78	46	0	0	0	0	229	0
217	DATER TOTAL 1989-90	88	81	48	0	0	0	0	217	0
2	**GAMBLE TOTAL 1990-91**	1	1	0	0	0	0	0	0	2
11	**PORTER TOTAL 1990-91**	9	2	0	0	0	0	0	11	0
11	PORTER TOTAL 1989-90	5	6	0	0	0	0	0	11	0
1	**SCHWAB TOTAL 1990-91**	1	0	0	0	0	0	0	0	1
2	**TAFT HIGH TOTAL 1990-91**	0	0	2	0	0	0	0	0	2
316	**WEST. HILLS TOTAL 1990-91**	0	0	132	68	53	63	0	316	0
179	WEST. HILLS TOTAL 1989-90	0	0	21	36	71	51	0	179	0
1	**WITHROW TOTAL 1990-91**	0	0	1	0	0	0	0	0	1
1	WITHROW TOTAL 1989-90	0	0	0	1	0	0	0	0	1
564	**GRAND TOTAL 1990-91**	116	81	182	68	54	63	0	556	8
416	GRAND TOTAL 1989-90	94	90	70	37	73	52	0	407	9

Planning,
Research &
Evaluation Branch

The Open Enrollment Program

An Evaluation Report 1989-90

Prepared by
Mr. Jerry W. Moore

November 1990

Cincinnati Public Schools
Office of the Superintendent

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EXECUTIVE SUMMARY
THE OPEN ENROLLMENT PROGRAM
CINCINNATI PUBLIC SCHOOLS
1989-1990

This report contains a summary of evaluative data concerning the Open Enrollment Program in Cincinnati Public Schools for the 1989-90 school year in the areas of student enrollment, student achievement on standardized tests and parent attitudes.

The number of students participating in the Open Enrollment Program for the 1989-90 school year was 812, a decrease of 181 students from the previous school year. The pairing of Oyler with Washington Park and the redistricting of Hughes students to Western Hills were the primary reasons for this decline. The percentage of black students in the Open Enrollment Program remained high at 95.3%, and these students improved the racial balance in 27 schools. In 1989-90, 71% of open enrollment students had been in the program at their current school for two or more years.

The percentage of open enrollment students at or above the national norm in reading, in language and in mathematics decreased from the previous year. Also, open enrollment students made less than the expected academic gain in reading, in language and mathematics.

In all three achievement areas, open enrollment students did not perform as well as alternative program students or neighborhood students.

Students in the Open Enrollment Program for two years or more performed better in reading, language and mathematics and made better achievement progress in reading and mathematics than first year students. The performance and achievement gain of students in the Open Enrollment Program for two years or more approximated the performance and achievement gains of neighborhood students in reading and mathematics.

Parents of open enrollment students were very positive about their child's school experience. Almost all parents surveyed were happy that their child participated in the program.

The following recommendations for the Open Enrollment Program are offered for consideration:

1. An investigation should be conducted in order to determine the optimal student enrollment figure in the Open Enrollment Program.
2. Ways should be explored to make the program more popular for white students and their families.
3. Schools receiving open enrollment students should review the adjustment of first year open enrollment students to their new learning environment.

THE OPEN ENROLLMENT PROGRAM

Introduction

The Open Enrollment Program has played an important part in the improvement of racial balance in many schools in the Cincinnati Public School District since its inception in 1973. This program permits parents to enroll their children in schools other than their neighborhood school if the enrollment improves the racial balance of the receiving school (the school to which the student is transferred) and does not adversely affect the racial balance of the sending school (the student's neighborhood school).

The 1984 Bronson Desegregation Settlement Agreement between the Cincinnati Board of Education and the National Association for the Advancement of Colored People states specifically that the Open Enrollment Program will remain in place to assist in the reduction of racial isolation.

The Open Enrollment Program is administered by the Alternative/Settlement Office through which all applications are processed and approved. The major publicity effort for the program for the 1989-90 school year was an application sent to each parent of school-age children throughout the school district. This application included a description of the Open Enrollment Program along with a list of schools accepting open enrollment students. Over 55,000 applications were mailed. Each neighborhood school also received a supply of applications to give to interested parents.

This report contains evaluative data concerning the Open Enrollment Program for the 1989-90 school year.

Evaluation Results

Student Enrollment

Student enrollment and racial composition data[1] are shown in Table 1 for each year since the program's beginning in 1973-74. (Elementary open enrollment statistics for some years are not available.) For the 1989-90 school year, the Open Enrollment Program continued to reflect primarily black student participation (see also Figure 1). Of the total 812 open enrollment students in 1989-90, 95.3% were black.

A decrease of 181 students from 1988-89 to the 1989-90 school year occurred marking the second consecutive year of a decline in enrollment. Student enrollment peaked eleven years ago in 1979-80 and in following years remained between 1000 and 1300 students until these recent declines (see also Figure 2).

The reduction in student enrollment in 1989-90 was due for the most part to a decline in open enrollment participation at Oyler and Western Hills. As a result of the pairing of Oyler and Washington Park[2], the open enrollment students attending Oyler whose last name did not meet the last name enrollment criterion did not remain. A portion of students formerly districted to Hughes[3] were redistricted to Western Hills. Therefore, open enrollment at

---

[1] Enrollment data collected in October 1989 were supplied by the Alternative/Settlement Office. These data are summarized in Tables 1 and 2. Tables 3-5 summarize enrollment data obtained from the computerized student database in April 1990.

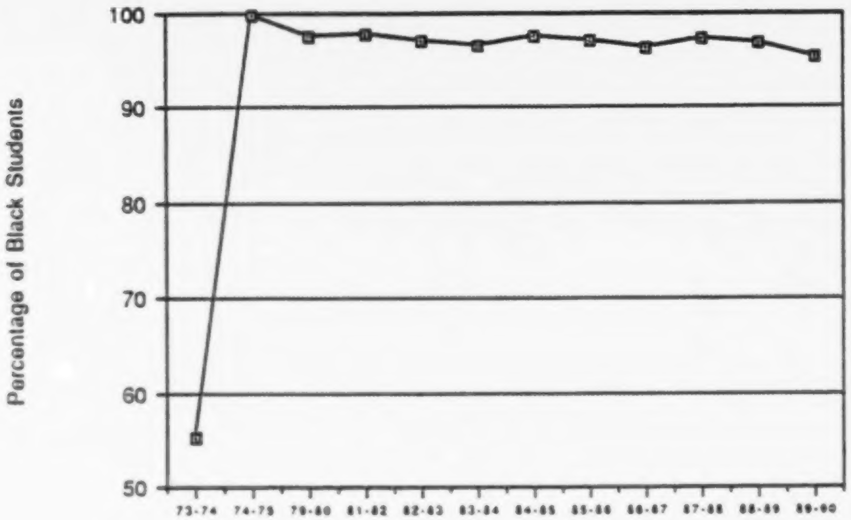
[2] Oyler and Washington Park were paired in 1989-90. Grade 1-6 students in both districts with a last name beginning with any letter from A to J now attend Oyler. Students with a last name beginning with any letter from K to Z attend Washington Park.

[3] Hughes High School was closed at the end of the 1988-89 school year. In 1989-90 the building was reopened as Hughes Center housing four alternative programs: the Paideia High School, the High School for the Communications
programs: the Paideia High School, the High School for the Communications
Professions, the High School for the Computer Professions and the High School for the Health Professions. All students who had been districted to Hughes were redistricted to Aiken, Taft, Western Hills and Woodward.

Table 1. Student Enrollment in the Open Enrollment Program, 1973-74 Through 1989-90.

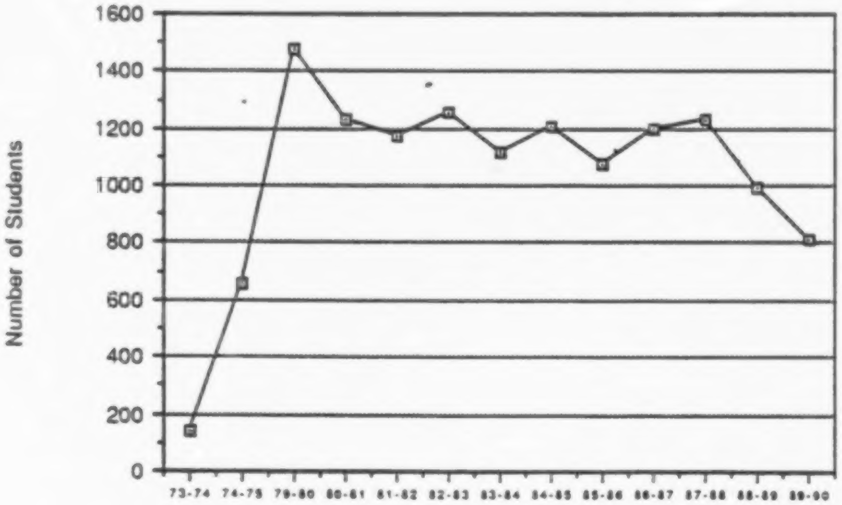
School Year	NUMBER AND PERCENTAGE OF STUDENTS								Total Students
	B L A C K				W H I T E				
	Elementary	Secondary	Total	Percent	Elementary	Secondary	Total	Percent	
1989-90	367	407	774	95.3%	29	9	38	4.7%	812
1988-89	487	474	961	96.8	22	10	32	3.2	993
1987-88	539	661	1200	97.3	22	11	33	2.7	1233
1986-87	541	617	1158	96.3	26	18	44	3.7	1202
1985-86	491	554	1045	97.0	21	11	32	3.0	1077
1984-85	489	685	1174	97.4	17	14	31	2.6	1205
1983-84	384	691	1075	96.6	26	12	38	3.4	1113
1982-83	395	825	1220	97.0	26	12	38	3.0	1258
1981-82	338	805	1143	97.7	20	7	27	2.3	1170
1980-81	338	869	1207	98.0	20	5	25	2.0	1232
1979-80	382	1058	1440	97.6	31	4	35	2.4	1475
1978-79	N/A	1074	N/A	N/A	N/A	3	N/A	N/A	N/A
1977-78	N/A	950	N/A	N/A	N/A	5	N/A	N/A	N/A
1976-77	N/A	949	N/A	N/A	N/A	6	N/A	N/A	N/A
1975-76	N/A	684	N/A	N/A	N/A	3	N/A	N/A	N/A
1974-75	90	567	657	99.8	1	0	1	0.2	658
1973-74	0	78	78	55.3	0	63	63	44.7	141

Figure 1. Percentage of Black Students in the Open Enrollment Program, 1973-74 Through 1989-90.



Complete data for the school years
75-76, 76-77, 77-78 and 78-79
are not available

Figure 2. Student Enrollment in the Open Enrollment Program, 1943-74 Through 1989-90.



Complete data for the school years
75-76, 76-77, 77-78 and 78-79
are not available

Western Hills was restricted in order to accommodate the expected number of students from Hughes. Though the actual number of open enrollment students declined at Western Hills, the number of new black students at Western Hills through this redistricting effort helped to increase the percentage of black students at Western Hills from 39.2% in 1988-89 to 46.6% in 1989-90.

Student Enrollment by School

The number of open enrollment students and the percentage of total open enrollment students at each receiving school are shown in Table 2. Elementary schools with the highest percentage of all open enrollment students were Kilgour (9%), Covedale (7%), Hartwell (5%), Hyde Park (5%) and Midway (5%).
Kilgour (9%), Covedale (7%), Hartwell (5%), Hyde Park (5%) and Midway (5%).
Dater (27%) and Western Hills (22%) remained the secondary schools with the highest percentage of all open enrollment students. These two schools together received 49% of all open enrollment students.

The population of open enrollment students remained evenly divided between elementary students (49%) and secondary students (51%).

Twenty-one of the 41 elementary and six of the 13 secondary schools eligible to receive open enrollment students did so. Almost all of the schools eligible to receive black students through open enrollment did so. The racial balance of a total of 27 schools (50% of schools eligible to receive open enrollment students) was improved through the Open Enrollment Program.

Student Enrollment by Sending School

The number and the percentage of open enrollment students from each sending school are found in Table 3. The sending elementary schools with the largest percentage of open enrollment students attending elsewhere were North Fairmount (5.1%), Central Fairmount (3.4%), Chase (3%) and Rockdale (3.1%). The sending secondary schools with the largest percentage of open enrollment students attending elsewhere were Aiken (7.4%), Taft (7.0%), Woodward (6.5%) and Bloom (6.1%).

Table 2. Number and Percentage of Open Enrollment Program Students by School, October 1989.

School	Students Eligible to Apply 1989-90 (Black or White)	Number of Students		Total Number and Percentage of Students
		Black	White	
Elementary				
Anderson (K-6)	W	0	1	1 *
Carson (3-6)	B	4	0	4 *
Central Fairmount (K-6)	B	13	0	13 (2%)
Covedale (K-6)	B	53	0	53 (7)
Hartwell (K-6)	B	44	0	44 (5)
Hyde Park (K-6)	B	29	8	37 (5)
Kilgour (K-6)	B	71	0	71 (9)
Kirby Road (K-2)	B	6	0	6 (1)
Losantiville (K-6)	W	4	11	15 (2)
McKinley (K-6)	B	9	0	9 (2)
Midway (K-6)	B	41	0	41 (5)
Mt. Airy (K-6)	B	4	1	5 (1)
Mt. Washington (K-6)	B	35	0	35 (4)
North Fairmount (K-6)	W	0	2	2 *
Oyler (K-6)	B	17	0	17 (2)
Roselawn/Condon (K-8)	W	0	3	3 *
Washburn (K-6)	W	0	1	1 *
Washington Park (K-6)	B	4	1	5 (1)
Westwood (K-6)	B	32	0	32 (4)
Whittier (K-6)	B	1	0	1 *
Winton Place (K-3)	W	0	1	1 *
Secondary				
Aiken (9-12)	W	0	4	4 *
Dater (7-9)	B	217	0	217 (27)
Gamble (7-8)	W	0	4	4 *
Porter (7-8)	B	11	0	11 (1)
Western Hills (9-11)	B	179	0	179 (22)
Withrow (9-12)	W	0	1.	1 *
Total Elementary		367	29	396 (49%)
Total Secondary		407	9	416 (51%)
GRAND TOTAL		774	38	812 (100%)

* Less than 1%.

Table 3. Number and Percentage of Open Enrollment Program Students by Sending School, April 1990.

Home School	Number of Students		Total Number and Percentage of Students	
	Black	White		
Elementary				
Anderson Place	15	1	16	(2.3%)
Bond Hill	11	0	11	(1.6)
Bramble	14	0	14	(2.0)
Burton	15	0	15	(2.1)
Central Fairmount	24	0	24	(3.4)
Chase	18	0	18	(2.6)
Cheviot	0	1	1	(0.1)
Hartwell	1	5	6	(0.9)
Hays	13	0	13	(1.8)
Heberle	11	1	12	(1.7)
Hoffman	14	2	16	(2.3)
Hyde Park	1	2	3	(0.4)
Kilgour	2	2	4	(0.6)
Kirby Road	4	1	5	(0.7)
Losantiville	5	1	6	(0.9)
McKinley	0	3	3	(0.1)
Midway	1	0	1	(0.1)
Millvale	18	0	18	(2.6)
Mt. Airy	2	0	2	(0.3)
Mt. Washington	0	1	1	(0.1)
North Fairmount	35	1	36	(5.1)
Oyler	3	0	3	(0.4)
Parham	5	0	5	(0.7)
Pleasant Hill	5	0	5	(0.7)
Pleasant Ridge	8	0	8	(1.1)
Rockdale	22	0	22	(3.1)
Roosevelt	11	1	12	(1.7)
Roselawn/Condon	1	0	1	(0.1)
Rothenberg	7	0	7	(1.0)
Silverton	5	0	5	(0.7)
South Avondale	14	0	14	(2.0)
Swifton	8	0	8	(1.1)
Taft	8	0	8	(1.1)
Vine	2	0	2	(0.3)
Washburn	1	0	1	(0.1)
Washington Park	5	0	5	(0.7)
Westwood	2	0	2	(0.3)
Whittier	5	0	5	(0.7)
Windsor	1	0	1	(0.1)
Winton Place Primary	7	1	8	(1.1)
Woodford	0	2	2	(0.3)
Secondary				
Aiken	52	0	52	(7.4)
Bloom	41	2	43	(6.1)
Crest Hills	5	0	5	(0.7)
Dater	1	1	2	(0.3)
Gamble	43	0	43	(6.1)
Merry	35	0	35	(5.0)
Peoples	7	0	7	(1.0)
Porter	14	1	15	(2.1)
Schwab	17	0	17	(2.4)
Taft	47	2	49	(7.0)
Western Hills	29	1	30	(4.3)
Withrow	10	0	10	(1.4)
Woodward	46	0	46	(6.5)
Unassigned (Sp.Ed.)	7	1	8	(1.1)
TOTAL	672 (95.6%)	31 (4.4%)	703 (100.0%)	

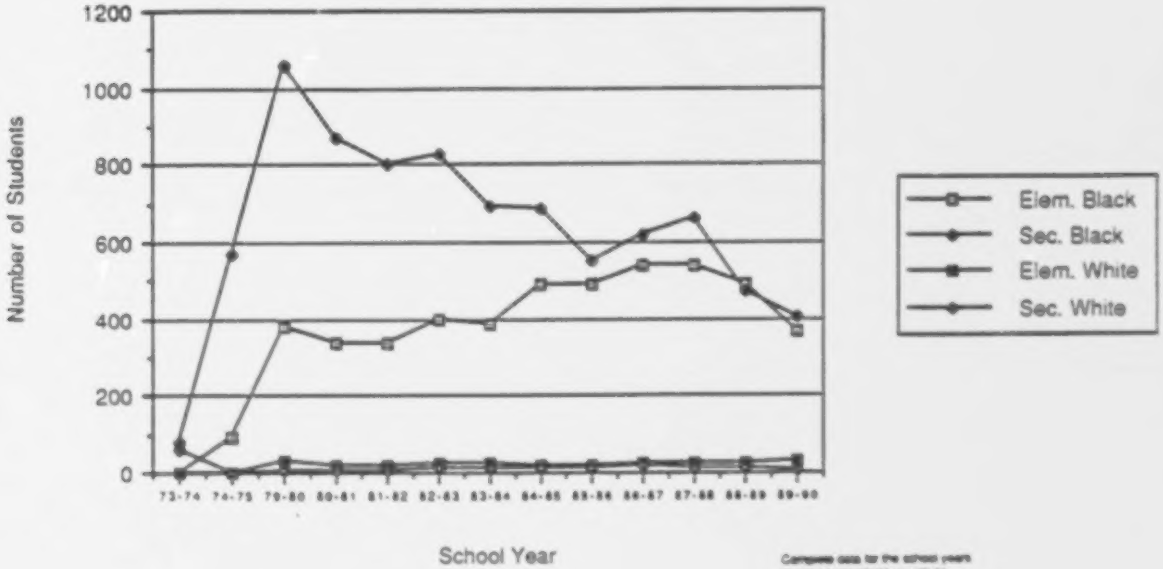
Student Enrollment by Grade, Race and Gender

The number of open enrollment students by grade, race and gender is found in Table 4. Students remained fairly evenly distributed among each grade K-12. Kindergarten continued to have the smallest percentage of open enrollment students (2.3%) and grades 7 and 8 the largest (11.8% and 11.2%, respectively). Each gender group within each race was also fairly evenly represented. However, black females remained a slight majority (51.2%) of all open enrollment students. Although in the program's first year secondary black students were the largest group participating in the program, in recent years the numbers of secondary and elementary black students enrolled through open enrollment have been approximately the same (see Figure 3).

Table 4. Number of Open Enrollment Students by Grade, Race and Gender, April 1990.

Grade	Number of Students				Total Number and Percentage of Students
	Black		White		
	Female	Male	Female	Male	
K	6	6	2	2	16 (2.3%)
1	18	19	3	0	40 (5.7)
2	24	23	1	1	49 (7.0)
3	37	30	1	4	72 (10.2)
4	29	25	0	4	58 (8.3)
5	28	26	0	1	55 (7.8)
6	25	23	2	3	53 (7.5)
7	40	42	1	0	83 (11.8)
8	45	32	1	1	79 (11.2)
9	25	24	1	0	50 (7.1)
10	18	10	0	0	28 (4.0)
11	36	21	0	1	58 (8.3)
12	28	22	1	0	51 (7.3)
Ungraded (Sp. Ed.)	2	8	1	0	11 (1.6)
TOTAL	361 (51.4%)	311 (44.2%)	14 (2.0%)	17 (2.4%)	703 (100%)

Figure 3. Number of Students in the Open Enrollment Program by Race and Level, 1973-74 Through 1989-90.



Complete data for the school years 75-76, 76-77, 77-78 and 78-79 are not available.

Student Enrollment by Length of Time in Open Enrollment Program

Once open enrollment students are accepted into a neighborhood program they can remain at that school through the final grade of the school. This can be as long as seven years for a student at a K-6 school who has not been retained. Some parents of open enrollment students choose another school for their children after the first year, other parents have their children remain at their school for several years. In Table 5 the number of years open enrollment students have remained in their current school is reported. In 1989-90, approximately 30% of open enrollment students had been at their school for one year, another 30% had been at their school for two years. The remaining 40% had been at their school for three or more years.

Table 5. Number of Open Enrollment Students by Number of Years in the Open Enrollment Program at Current School and by Race, April 1990.

Number of Years as Open Enrollment Student	Number of Students		Total Number and Percentage of Students	
	Black	White		
1	192	14	206	(29.3%)
2	192	8	200	(28.4)
3	170	3	173	(24.6)
4	73	3	76	(10.8)
5	34	3	37	(5.3)
6	9	0	9	(1.3)
7	2	0	2	(0.3)
TOTAL	672	31	703	(100%)

Student Achievement

The California Achievement Tests (Form E) were administered district-wide to all students in grades K-11 in April 1990. Open enrollment students were included in this testing program. The tests covered reading, language, and mathematics achievement.

Achievement Distribution and Percentage At or Above the National Norm

The majority of open enrollment students performed in the average achievement range (stanines 4-6) in reading (59.7%) and language (56.3%). In mathematics, 49.5% of the students were in the average achievement range. Reported in Table 6 are the number and percentage of students in each achievement category as well as the number and percentage of students at or above the national norm in reading, language, and mathematics for each school.

For the 1989-90 school year, the percentage of all open enrollment students performing at or above the national norm decreased from the previous school year by 4.0 percentage points in reading achievement, 3.5 percentage points in language and 5.1 percentage points in mathematics achievement to 27.7%, 39.0% and 27.5%, respectively.

Comparison With Other Students. Comparative data on achievement distribution levels of open enrollment, alternative and non-alternative students (those in neighborhood school programs) are presented in Table 7. Open enrollment students did not perform as well as alternative or non-alternative students in terms of the percentage of students at or above the national norm (see also Figure 4).

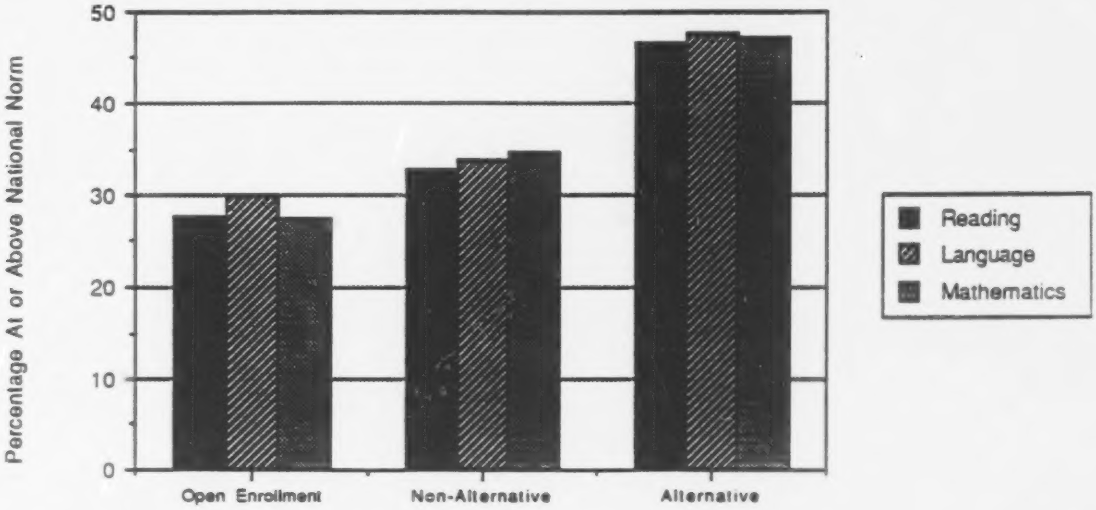
Table 6. Stanine Distribution and Percentage At or Above National Norm in Total Reading, Total Language and Total Mathematics of Open Enrollment Program Students by School, California Achievement Tests (Form E), April 1990.

	A C H I E V E M E N T C A T E G O R Y																*Percentage At or Above National Norm*					
	Below Average Stanines (1-3)						*Average Stanines (4-6)*						*Above Average Stanines (7-9)*									
	Total Reading		*Total Language*		*Total Math*		*Total Reading*		*Total Language*		*Total Math*		*Total Reading*		*Total Language*		*Total Math*		*Total Reading*		*Total Language*		*Total Math*	
	N	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*	*N*	*(%)*
Elementary																								
Anderson (1-6)	0	(0.0%)	0	(0.0%)	0	(0.0%)	1	(100.0%)	1	(100.0%)	1	(100.0%)	0	(0.0%)	0	(0.0%)	0	(0.0%)	0	(0.0%)	0	(0.0%)	1	(100.0%)
Carson (3-6)	0	(0.0)	0	(0.0)	0	(0.0)	2	(100.0)	1	(50.0)	1	(50.0)	0	(0.0)	1	(50.0)	1	(50.0)	1	(50.0)	2	(100.0)	2	(100.0)
Central Fairmount (1-6)	3	(33.3)	3	(33.3)	2	(25.0)	6	(66.7)	6	(66.7)	4	(50.0)	0	(0.0)	0	(0.0)	2	(25.0)	3	(33.3)	2	(22.2)	5	(62.5)
Covedale (1-6)	11	(24.4)	12	(27.3)	18	(40.9)	34	(75.6)	28	(63.6)	25	(56.8)	0	(0.0)	4	(9.1)	1	(2.3)	7	(15.6)	9	(20.5)	11	(25.0)
Hartwell (1-6)	12	(30.8)	12	(31.6)	16	(41.0)	25	(64.1)	23	(60.5)	21	(53.8)	2	(5.1)	3	(7.9)	2	(5.1)	13	(33.3)	12	(31.6)	10	(25.6)
Hyde Park (1-6)	4	(13.3)	4	(13.8)	7	(23.3)	22	(73.3)	18	(62.1)	18	(60.0)	4	(13.3)	7	(24.1)	5	(16.7)	9	(30.0)	14	(48.3)	12	(40.0)
Kilgour (1-6)	5	(8.9)	6	(10.7)	6	(10.7)	37	(66.1)	28	(50.0)	32	(57.1)	14	(25.0)	22	(39.3)	18	(32.1)	35	(62.5)	38	(67.9)	35	(62.5)
Kirby Road (1-2)	4	(66.7)	3	(50.0)	3	(50.0)	2	(33.3)	2	(33.3)	2	(33.3)	0	(0.0)	1	(16.7)	1	(16.7)	1	(16.7)	1	(16.7)	1	(16.7)
Losantiville (1-6)	1	(10.0)	1	(11.1)	0	(0.0)	5	(50.0)	3	(33.3)	5	(50.0)	4	(40.0)	5	(55.6)	5	(50.0)	7	(70.0)	8	(88.9)	8	(80.0)
McKinley (1-6)	4	(44.4)	3	(33.3)	4	(44.4)	5	(55.6)	6	(66.7)	5	(55.6)	0	(0.0)	0	(0.0)	0	(0.0)	2	(22.2)	3	(33.3)	3	(33.3)
Midway (1-6)	7	(18.4)	6	(15.8)	10	(26.3)	29	(76.3)	28	(73.7)	22	(57.9)	2	(5.3)	4	(10.5)	6	(15.8)	13	(34.2)	19	(50.0)	13	(34.2)
Mt. Airy (1-6)	2	(50.0)	1	(25.0)	1	(25.0)	1	(25.0)	3	(75.0)	2	(50.0)	1	(25.0)	0	(0.0)	1	(25.0)	2	(50.0)	2	(50.0)	2	(50.0)
Mt. Washington (1-6	8	(28.6)	11	(40.7)	17	(63.0)	20	(71.4)	16	(59.3)	10	(37.0)	0	(0.0)	0	(0.0)	0	(0.0)	6	(21.4)	3	(11.1)	2	(7.4)
North Fairmount (1-6)	1	(100.0)	0	(0.0)	1	(100.0)	0	(0.0)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
Oyler (2-6)	10	(90.0)	9	(81.8)	9	(81.8)	1	(9.1)	2	(18.2)	1	(9.1)	0	(0.0)	0	(0.0)	1	(9.1)	0	(0.0)	1	(9.1)	1	(9.1)
Roselawn/Condon (1-8)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(33.3)	3	(100.0)	3	(100.0)	2	(66.7)	3	(100.0)	3	(100.0)	3	(100.0)
Washburn (1-6)	0	(0.0)	0	(0.0)	0	(0.0)	1	(0.0)	1	(100.0)	0	(100.0)	0	(0.0)	0	(0.0)	1	(100.0)	0	(0.0)	0	(0.0)	1	(100.0)
Washington Park (1-6)	0	(0.0)	0	(0.0)	0	(0.0)	2	(100.0)	2	(100.0)	2	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	2	(100.0)	1	(50.0)	2	(100.0)
Westwood (1-6)	10	(40.0)	6	(24.0)	12	(48.0)	13	(52.0)	15	(60.0)	10	(40.0)	2	(8.0)	4	(16.0)	3	(12.0)	6	(24.0)	9	(36.0)	9	(36.0)
Whittier (1-6)	1	(100.0)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)
Winton Place (1-3)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)	1	(100.0)	1	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(100.0)	1	(100.0)
Secondary																								
Aiken (9-11)	0	(0.0)	0	(0.0)	0	(0.0)	1	(50.0)	1	(50.0)	2	(100.0)	1	(50.0)	1	(50.0)	0	(0.0)	2	(100.0)	1	(50.0)	1	(50.0)
Dater (7-9)	77	(49.7)	73	(45.6)	91	(57.2)	76	(49.0)	84	(52.5)	65	(40.9)	2	(1.3)	3	(1.9)	3	(1.9)	17	(11.0)	26	(16.3)	17	(10.7)
Gamble (7-8)	2	(66.7)	1	(33.3)	0	(0.0)	1	(33.3)	2	(66.7)	3	(100.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(33.0)	0	(0.0)	0	(0.0)
Porter (7-8)	3	(60.0)	2	(40.0)	3	(60.0)	2	(40.0)	3	(60.0)	2	(40.0)	0	(0.0)	0	(0.0)	0	(0.0)	1	(20.0)	0	(0.0)	0	(0.0)
Western Hills (9-11)	25	(31.6)	32	(40.0)	29	(40.3)	51	(64.6)	44	(55.0)	41	(56.9)	3	(3.8)	4	(5.0)	2	(2.8)	26	(32.9)	15	(18.8)	14	(19.4)
TOTAL ELEMENTARY (1-6)	*83*	*(25.8%)*	*78*	*(24.6%)*	*106*	*(33.2%)*	*207*	*(64.3%)*	*185*	*(58.4%)*	*164*	*(51.4%)*	*32*	*(9.9%)*	*54*	*(17.0%)*	*49*	*(15.4%)*	*110*	*(34.1%)*	*128*	*(40.4%)*	*122*	*(38.2%)*
TOTAL SECONDARY (7-11)	*107*	*(43.9%)*	*108*	*(43.2%)*	*123*	*(51.0%)*	*131*	*(53.7%)*	*134*	*(53.6%)*	*113*	*(46.9%)*	*6*	*(2.4%)*	*8*	*(3.2%)*	*5*	*(2.1%)*	*47*	*(19.3%)*	*42*	*(16.8%)*	*32*	*(13.3%)*
GRAND TOTAL (1-11)	*190*	*(33.6%)*	*186*	*(32.8%)*	*229*	*(40.9%)*	*338*	*(59.7%)*	*319*	*(56.3%)*	*277*	*(49.5%)*	*38*	*(6.7%)*	*62*	*(10.9%)*	*54*	*(9.6%)*	*157*	*(27.7%)*	*170*	*(30.0%)*	*154*	*(27.5%)*

Table 7. Stanine Distribution and Percentage At or Above National Norm in Total Reading, Total Language, and Total Mathematics for Open Enrollment, Alternative and Non-Alternative Students, California Achievement Tests (Form E), April 1990.

	ACHIEVEMENT CATEGORY																		Percentage At or Above National Norm					
	Below Average Stanines (1-3)						Average Stanines (4-6)						Above Average Stanines (7-9)											
	Total Reading		Total Language		Total Mathematics		Total Reading		Total Language		Total Mathematics		Total Reading		Total Language		Total Mathematics		Total Reading		Total Language		Total Mathematics	
	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)	N	(%)
Open Enrollment	190	(33.6)	186	(32.8)	229	(40.9)	338	(59.7)	319	(56.3)	277	(49.5)	38	(6.7)	62	(10.9)	54	(9.6)	157	(27.7)	170	(30.0)	154	(27.5)
Non-Alternative	7707	(36.4)	7313	(34.8)	7935	(38.0)	10804	(51.1)	10961	(52.1)	9963	(47.7)	2639	(12.5)	2764	(13.1)	3010	(14.4)	6953	(32.9)	7127	(33.9)	7227	(34.6)
Alternative	3396	(22.8)	3190	(21.4)	3698	(24.7)	8725	(58.5)	8613	(57.9)	8107	(54.1)	2791	(18.7)	3069	(20.6)	3184	(21.2)	6952	(46.6)	7084	(47.6)	7059	(47.1)

Figure 4. Achievement of Open Enrollment, Non-Alternative and Alternative Students, California Achievement Tests, April 1990.

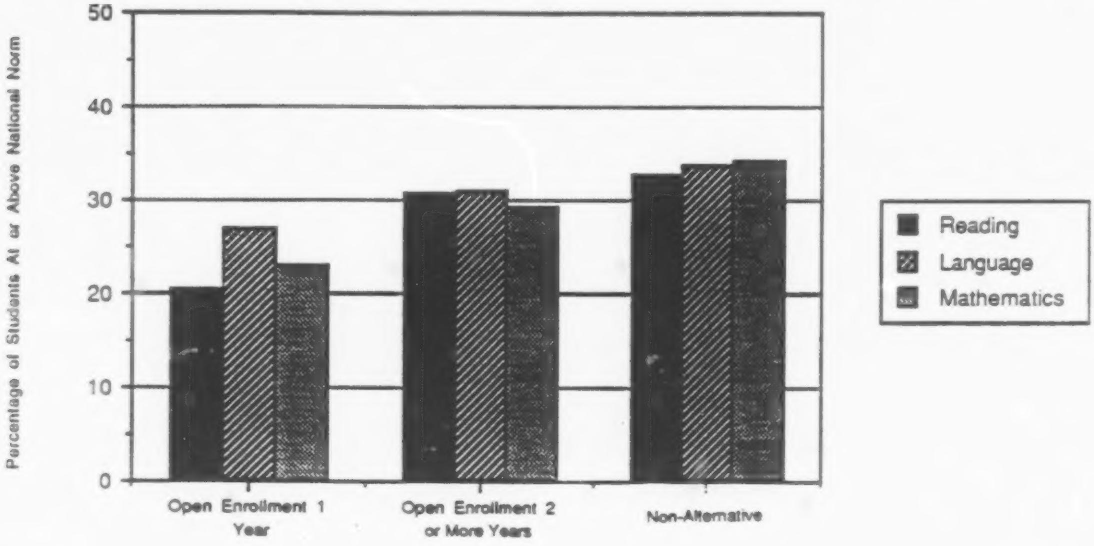


Comparison By Years in Program. Reported in Table 8 are the number and percentage of students in each achievement category as well as the number and percentage of students at or above the national norm in reading, language and mathematics for open enrollment students by the number of years in the Open Enrollment Program at their current school. For those who were in the Open Enrollment Program for two years or more, the percentage of students in the above average category in reading, language, and mathematics was higher than for the first year students. The percentage of students at or above the national norm was higher for this group by 10.3 percentage points in reading, 4.0 percentage points in language and 6.3 percentage points in mathematics. The performance of this group was, therefore, more similar to the performance of neighborhood school students than was the performance of first year open enrollment students (see Figure 5).

Table 8. Stanine Distribution and Percentage At or Above National Norm in Total Reading, Total Language and Total Mathematics for Open Enrollment Students by Number of Years in Program, California Achievement Tests (Form E), April 1990.

	ACHIEVEMENT CATEGORY									Percentage At or Above National Norm		
	Below Average Stanines (1-3)			Average Stanines (4-6)			Above Average Stanines (7-9)					
	Total Reading N (%)	Total Language N (%)	Total Mathematics N (%)	Total Reading N (%)	Total Language N (%)	Total Mathematics N (%)	Total Reading N (%)	Total Language N (%)	Total Mathematics N (%)	Total Reading N (%)	Total Language N (%)	Total Mathematics N (%)
One Year	65 (40.1)	52 (31.3)	66 (41.0)	89 (54.9)	105 (63.3)	89 (55.3)	8 (4.9)	9 (5.4)	6 (3.7)	33 (20.4)	45 (27.1)	37 (23.0)
Two or More Years	125 (30.9)	134 (33.4)	163 (40.9)	249 (61.6)	214 (53.4)	188 (47.1)	30 (7.4)	53 (13.2)	48 (12.0)	124 (30.7)	125 (31.1)	117 (29.3)
TOTAL	*190 (33.6)*	*186 (32.8)*	*229 (40.9)*	*338 (59.7)*	*319 (56.3)*	*277 (49.5)*	*38 (6.7)*	*62 (10.9)*	*54 (9.6)*	*157 (27.7)*	*170 (30.0)*	*154 (27.5)*

Figure 5. Achievement of Open Enrollment Students and Non-Alternative Students, California Achievement Tests, April 1990.



Achievement Gains

Achievement gain data in normal curve equivalents (NCEs) for the Open Enrollment Program students on the California Achievement Tests are presented in Table 9. Data for promoted students in grades 1-11 who were tested in April 1989 and again in April 1990 are included. Gain scores could not be computed for grade 1 and 2 students in language and grade 1 students in mathematics since the necessary baseline data were not obtained. The tests were not administered to students in grade 12.

In reviewing the gain data, it is important to remember that if students maintain their NCE scores from year to year (resulting in an NCE gain of 0) they are meeting the expected achievement gain based on the norm group. A positive gain in average NCEs from one testing date to another indicates that more than expected achievement growth occurred. Conversely, a loss in average NCEs indicates less than expected achievement growth. In addition, the gain of NCEs represents exactly the same amount of improvement for below average students as it does for the average or above average students.

Open enrollment students had less than expected gains in reading (-3.0 NCEs), in language (-2.4 NCEs) and in mathematics (-3.3 NCEs). Included in Table 9 are achievement gains for students at each school.

Table 9. Achievement Status and Gain Scores for Total Reading, Total Language and Total Mathematics for Matched Promoted Open Enrollment Students by School, California Achievement Tests (Form E), April 1990.

School	TOTAL READING				TOTAL LANGUAGE				TOTAL MATHEMATICS			
	Average NCE		NCE Gain	N	Average NCE		NCE Gain	N	Average NCE		NCE Gain	N
	1989	1990			1989	1990			1989	1990		
Elementary												
Anderson Place (1-6)	18.0	44.0	+6.0	1	40.0	38.0	-2.0	1	59.0	52.0	-7.0	1
Carson (4-6)	63.0	54.5	-8.5	2	67.0	63.5	-3.5	2	63.5	64.0	0.5	2
Central Fairmount (K-6)	41.4	38.8	-2.6	9	43.5	40.4	-3.1	8	42.9	48.9	6.0	7
Covedale (1-6)	45.6	40.1	-5.5	40	47.5	43.4	-4.1	26	43.9	38.3	-5.6	36
Hartwell (K-6)	45.1	40.7	-4.4	38	47.3	43.5	-3.8	31	43.7	38.1	-5.6	37
Hyde Park (K-6)	55.9	47.7	-8.2	29	46.8	45.7	-1.1	15	54.8	50.2	-4.6	21
Kilgour (K-6)	58.9	55.5	-3.4	54	60.5	57.2	-3.3	38	61.5	58.2	-3.3	44
Kirby Road (K-2)	46.4	35.7	-10.7	6	N/A	N/A	N/A	0	47.2	44.4	-2.8	5
Losantiville (K-6)	66.5	62.1	-4.4	10	78.1	73.0	-5.1	7	76.0	70.9	-5.1	9
McKinley	45.6	38.6	-7.0	5	54.7	26.7	-28.0	3	56.1	29.8	-26.3	4
Midway (K-6)	42.0	43.7	+1.7	37	49.0	49.6	+0.6	35	47.7	45.3	-2.4	37
Mt. Airy (K-6)	64.0	53.0	-11.0	3	50.0	48.0	-2.0	3	52.7	48.0	-4.7	3
Mt. Washington (K-6)	40.8	40.1	-0.7	25	38.5	36.5	-2.0	24	34.9	32.7	-2.2	24
North Fairmount (K-6)	55.0	31.0	-24.0	1	N/A	N/A	N/A	0	N/A	N/A	N/A	0
Oyler (K-6)	28.8	22.0	-6.8	10	18.8	24.0	+5.2	6	32.9	31.4	-1.5	8
Roselawn/Condon (K-8)	80.0	87.7	+7.7	3	85.5	81.5	-4.0	2	75.0	70.5	-4.5	2
Washburn (K-6)	36.0	44.0	+8.0	1	42.0	44.0	+2.0	1	40.0	73.0	33.0	1
Washington Park (K-6)	29.5	60.0	+30.5	2	54.0	49.0	-5.0	1	62.0	50.0	-12.0	1
Westwood (K-6)	45.5	38.7	-6.8	25	45.1	44.6	-0.5	20	39.7	43.0	3.3	22
Whittier (K-6)	3.0	28.0	+25.0	1	N/A	N/A	N/A	0	17.0	42.0	25.0	1
Winton Place (K-6)	65.0	38.0	-27.0	1	N/A	N/A	N/A	0	74.0	63.0	-11.0	1
Secondary												
Aiken (9-12)	63.0	61.0	-2.0	2	52.0	59.0	+7.0	2	44.0	47.5	3.5	2
Dater (7-9)	36.4	33.9	-2.5	127	40.4	37.5	-2.9	134	39.7	35.0	-4.7	131
Gamble (7-8)	32.3	34.3	+2.0	3	36.7	38.7	+2.0	3	41.3	42.3	1.0	3
Porter (7-8)	35.2	33.6	-1.6	5	36.2	36.2	0.0	5	37.0	31.8	-5.2	5
Western Hills (9-11)	43.9	43.5	-0.4	65	42.1	40.2	-1.9	68	40.1	39.3	-0.8	62
TOTAL ELEMENTARY (1-6)	48.5	44.6	-3.9	303	49.2	46.8	-2.4	223	48.5	45.3	-3.2	266
TOTAL SECONDARY (7-11)	39.0	37.3	-1.7	202	41.0	38.6	-2.4	212	39.9	36.5	-3.4	203
GRAND TOTAL	44.7	41.7	-3.0	505	45.2	42.8	-2.4	435	44.8	41.5	-3.3	469

Comparison With Other Students. Provided in Table 10 are the achievement status and gain scores for open enrollment students compared to alternative and non-alternative students (students in neighborhood school programs). All groups experienced losses of NCEs in reading, language and mathematics. Open enrollment students experienced losses slightly larger than did the other two groups.

Table 10. **Achievement Status and Gain Scores in Total Reading, Total Language and Total Mathematics for Open Enrollment Students, Non-Alternative Students and Alternative Students, California Achievement Tests (Form E), April 1990.**

	TOTAL READING				TOTAL LANGUAGE				TOTAL MATHEMATICS			
	Average NCE		NCE Gain	N	Average NCE		NCE Gain	N	Average NCE		NCE Gain	N
	1989	1990			1989	1990			1989	1990		
Open Enrollment	44.7	41.7	-3.0	505	45.2	42.8	-2.4	435	44.8	41.5	-3.3	468
Non-Alternative	45.0	42.7	-2.3	16,577	46.1	44.8	-1.3	12,740	46.3	43.9	-2.4	14,662
Alternative	50.9	49.0	-1.9	13,659	51.0	50.1	-0.9	10,192	52.6	49.6	-3.0	11,949

Comparison By Years in Program. The achievement status and gain scores for open enrollment students who were in the Open Enrollment Program for one year were compared to scores of open enrollment students who were in the program for two or more years (see Table 11). As noted previously, open enrollment students did not achieve the expected NCE gain. However, the NCE losses for open enrollment students who were in the Open Enrollment Program for two or more years were somewhat less than for students in the program for one year only in reading (-2.7 NCEs and -3.6 NCEs, respectively) and mathematics (-2.8 NCEs and -4.6 NCEs, respectively).

The achievement progress of open enrollment students who had been in their current school for two years or more was similar to the achievement progress of students in neighborhood programs in reading (-2.7 NCEs and -2.3 NCEs, respectively) and mathematics (-2.8 NCEs and -2.4 NCEs, respectively). Also, the achievement gain for this same group of students in mathematics was similar to the gain for all alternative students (-2.8 NCEs and -3.0 NCEs, respectively). The language achievement progress of first year open enrollment students (-1.1 NCEs) was similar to the progress of neighborhood and alternative students (-1.3 NCEs and -0.9 NCEs, respectively).

Table 11. Achievement Status and Gain Scores in Total Reading, Total Language and Total Mathematics for Matched Promoted Open Enrollment Students by Number of Years in Program, California Achievement Tests (Form E), April 1990.

	TOTAL READING				TOTAL LANGUAGE				TOTAL MATHEMATICICS			
	Average NCE		NCE Gain	N	Average NCE		NCE Gain	N	Average NCE		NCE Gain	N
	1989	1990			1989	1990			1989	1990		
One Year	41.4	37.8	-3.6	144	41.7	40.6	-1.1	130	42.9	38.3	-4.6	138
Two or More Years	46.0	43.3	-2.7	361	46.7	43.7	-3.0	305	45.6	42.8	-2.8	330
TOTAL	44.7	41.7	-3.0	505	45.2	42.8	-2.4	435	44.8	41.5	-3.3	468

Parent Attitudes

During spring 1990 an effort was made to survey the parents of every 1989-90 open enrollment student by phone. A total of 403 parents or over 50% of all families with students in the Open Enrollment Program were contacted. The survey items were structured similarly to the items on the Cincinnati Public Schools' School Information System (SIS) Parent Survey where, to a series of questions, parents were asked to give the response YES, NO or UNDECIDED. Results of this phone survey and the results of comparable items on the SIS Parent Survey are found in Table 12.

Parents of open enrollment students were very positive about their child's school experience and were much more positive than parents were throughout the system.

Ninety-two percent of parents surveyed were happy that their child was enrolled through the Open Enrollment Program. Over 80% of parents offered a positive response to questions regarding their attitudes about the school's academic program, interracial understanding, school discipline and school transportation. In each of these cases where comparable data were available, open enrollment parents were much more positive than parents in general.

A smaller percentage of open enrollment parents than all parents throughout the system said they had visited their child's school.

Forty-one percent of parents said they had more than one child enrolled through the program. Half of the parents surveyed said that their child participated in extracurricular activities.

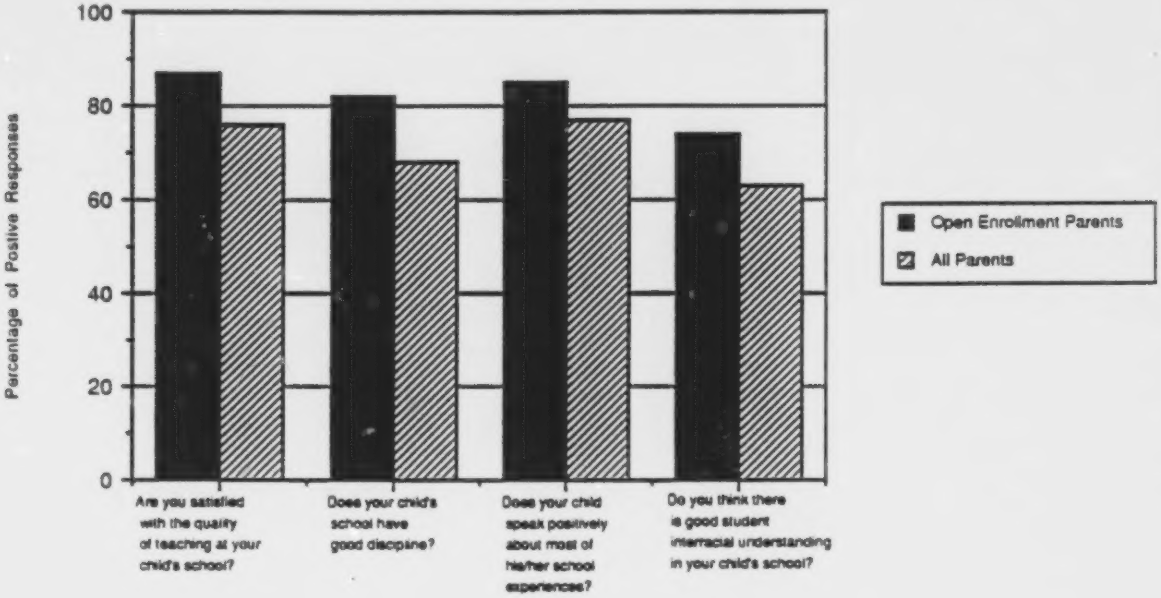
The results of four selected items from the survey are displayed in Figure 6.

Table 12. Open Enrollment Parent Survey Results, May 1990.

Item	PERCENTAGE OF POSITIVE RESPONSES Open Enrollment Parents (N=403)	All Parents (N=12,813)	Difference
Do you feel free to contact a teacher or someone else at school if you have a question or problem?	96%	92%	+4
Are you glad you sent your child to an open enrollment school?	92	*	
Do you feel welcome at the school your child attends?	93	90	+3
Does your child get along well with other students in his/her open enrollment school?	89	*	
Are you satisfied with the quality of teaching at your child's open enrollment school?	87	76	+11
Does your child's school have good discipline?	82	68	+14
Do you feel your child is receiving a better education in open enrollment than that offered in the neighborhood school?	78	*	
Are you satisfied with your child's transportation to his/her open enrollment school?	88	*	
Does your child speak positively about most of his/her school experiences?	85	77	+8
Do you think your child is treated fairly at school?	83	78	+5
Have you visited your child's open enrollment school this year?	84	88	-4
Do you feel your child is safe in the school's immediate neighborhood?	88	64	+24
Are you satisfied with the amount of communication on your child's academic progress?	81	73	+8
Do you believe your child's teachers take a personal interest in him/her?	75	70	+5
Do you think there is good student interracial understanding in your child's school?	74	63	+11
Do you have more than one child attending an open enrollment school?	41	*	
Does your child participate in extra-curricular activities at his/her open enrollment school?	51	*	
Are you an active member of the school's parent organization?	23	*	

* No comparable item on School Information System Parent Survey, April 1990.

Figure 6. Results of Open Enrollment Parent Survey to Selected Items, May 1990.



Conclusions and Recommendations

Based upon the data presented in this report the following conclusions and corresponding recommendations are made:

1. Student enrollment in the Open Enrollment Program has declined for the past two years, albeit for reasons that are easily identified. However, the Open Enrollment Program is an important component of the Cincinnati Public School District's effort in reducing racial isolation. An investigation should be conducted in order to determine the optimal student enrollment figure in the Open Enrollment Program. Consideration should be given to the impact of new and existing alternative programs and redistricting efforts in this investigation.

2. The Open Enrollment Program remains one that appeals primarily to black students and their families. Ways should be explored to make the program more popular for white students and their families.

3. Open enrollment students who have been in the program at their current school for two years or more made better academic progress in reading and mathematics than first year open enrollment students. It is possible that first year open enrollment students would benefit academically by school staffs making the transition year for these students as smooth as possible. At a minimum, teachers should be aware of which of their students are open enrollment students and should take steps to address any special needs that these students may have in their assimilation to a new school environment.

Summary

A total of 812 students participated in the Open Enrollment Program during the 1989-90 school year, a decrease of 181 students since the previous year. Of this total, 95.3% were black and black females were the majority of open enrollment students (51.2%). In 1989-90, approximately two-thirds of all open enrollment students had been in the program at their current school for two or more years.

An analysis of achievement test results indicated that the percentage of open enrollment students at or above the national norm in reading, in language and in mathematics decreased from the previous year. Also, open enrollment students made less than the expected academic gain in reading, in language and mathematics.

In all three achievement areas, open enrollment students did not perform as well as alternative program students or neighborhood students.

Students in the Open Enrollment Program for two years or more performed better in reading, language and mathematics and made better achievement progress in reading and mathematics than first year students. The performance and achievement gain of students in the Open Enrollment Program for two years or more approximated the performance and achievement gains of neighborhood students in reading and mathematics.

Parents were very satisfied with their child's participation in the Open Enrollment Program.

Approved by:

Bernard Barbadora, Director
Planning, Research and Evaluation

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - SECONDARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 25, 1989.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
1	Aiken	Taft High			1					1
3	Aiken	Western Hills					2	1		3
4	AIKEN TOTAL 1989-90		0	0	1	0	2	1	0	4
4	AIKEN TOTAL 1988-89				1	1	2			4
66	Dater	Bloom	20	33	13				66	
16	Dater	Crest Hills	7	4	5				16	
44	Dater	Gamble	23	17	4				44	
50	Dater	Merry	24	11	15				50	
7	Dater	Peoples	4	2	1				7	
7	Dater	Porter	1	3	3				7	
27	Dater	Schwab	9	11	7				27	
217	DATER TOTAL 1989-90		88	81	48	0	0	0	217	0
213	DATER TOTAL 1988-89		81	75	57				213	
1	Gamble	Bloom	1							1
1	Gamble	Dater		1						1
1	Gamble	Porter		1						1
1	Gamble	Roberts		1						1
4	GAMBLE TOTAL 1989-90		1	3	0	0	0	0	0	4
9	GAMBLE TOTAL 1988-89		2	7					6	3
1	HUGHES TOTAL 1988-89							1		1
5	Porter	Bloom	2	3					5	
5	Porter	Gamble	3	2					5	
1	Porter	Peoples		1					1	
11	PORTER TOTAL 1989-90		5	6	0	0	0	0	11	0
9	PORTER TOTAL 1988-89		9						9	
1	SCHWAB TOTAL 1988-89			1						1
35	Western Hills	Aiken			4	7	11	13	35	
54	Western Hills	Hughes				10	26	18	54	
41	Western Hills	Taft High			11	9	11	10	41	
12	Western Hills	Withrow				3	5	4	12	
37	Western Hills	Woodward			6	7	18	6	37	
179	WESTERN HILLS TOTAL 1989-90		0	0	21	36	71	51	179	0
246	WESTERN HILLS TOTAL 1988-89				35	78	60	73	246	

SECONDARY SCHOOLS - OPEN ENROLLMENT CUMULATIVE REPORT (CON'T.)

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DISTRICT SCHOOL	GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12	BLACK	WHITE
1	Withrow	Western Hills				1				1
1	WITHROW TOTAL 1989-90		0	0	0	1	0	0	0	1
1	WITHROW TOTAL 1988-89							1		1
416	**GRAND TOTAL 1989-90**		**94**	**90**	**70**	**37**	**73**	**52**	**407**	**9**
484	GRAND TOTAL 1988-89		92	83	93	79	62	75	474	10

dls

CUMULATIVE REPORT
OPEN ENROLLMENT TRANSFERS - ELEMENTARY SCHOOLS

This report includes pupils transferred for this school year as well as pupils transferred in previous years who are still enrolled as of October 25, 1989.

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	Anderson Pl	McKinley				1					1
1	ANDERSON PL TOTAL 1989-90		0	0	0	1	0	0	0	0	1
1	ANDERSON PL TOTAL 1988-89				1						1
3	Carson	Heberle					2		1	3	
1	Carson	Washburn					1			1	
4	CARSON TOTAL 1989-90		0	0	0	0	3	0	1	4	0
8	CARSON TOTAL 1988-89					6		2		8	
1	C Fairmount	Burton					1			1	
1	C Fairmount	Heberle				1				1	
5	C Fairmount	Millvale			1		2	1	1	5	
3	C Fairmount	No Fairmount					1	2		3	
1	C Fairmount	Roosevelt							1	1	
1	C Fairmount	So. Avondale				1				1	
1	C Fairmount	Washburn							1	1	
13	C FAIRMT TOTAL 1989-90		0	0	1	2	4	3	3	13	0
20	C FAIRMT TOTAL 1988-89			1	4	4	3	3	5	20	
10	CHEVIOT TOTAL 1988-89								10	10	
2	Covedale	Burton	1			1				2	
2	Covedale	Hays				1			1	2	
1	Covedale	Heberle				1				1	
1	Covedale	Hoffman			1					1	
14	Covedale	Millvale		5	7	2				14	
11	Covedale	No Fairmount		2	1	5	2	1		11	
1	Covedale	Parham			1					1	
3	Covedale	Pl. Hill				2	1			3	
1	Covedale	Pl. Ridge				1				1	
2	Covedale	Rockdale		1	1					2	
1	Covedale	Roll Hill							1	1	
1	Covedale	Roosevelt				1				1	
2	Covedale	Rothenberg				1		1		2	
1	Covedale	Silverton			1					1	
1	Covedale	So. Avondale							1	1	
4	Covedale	Taft			1	1	1		1	4	
1	Covedale	Washburn				1				1	
1	Covedale	Washington Pk					1			1	
3	Covedale	Winton Place				2		1		3	
53	COVEDALE TOTAL 1989-90		1	8	13	19	5	3	4	53	0
49	COVEDALE TOTAL 1988-89		1	8	10	8	8	6	8	49	

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
2	**Hartwell**	Bond Hill							2	2	
2	**Hartwell**	Burton					1	1		2	
1	Hartwell	C. Fairmount					1			1	
2	Hartwell	Chase							2	2	
1	Hartwell	Heberle				1				1	
1	Hartwell	Losantiville					1			1	
3	Hartwell	No Fairmount				1	1	1		3	
2	Hartwell	Pl Ridge					1		1	2	
1	Hartwell	Rockdale				1				1	
1	Hartwell	Rothenberg							1	1	
5	Hartwell	So. Avondale				4	1			5	
2	Hartwell	Swifton		1			1			2	
1	Hartwell	Taft							1	1	
1	Hartwell	Vine			1					1	
1	Hartwell	Washburn		1						1	
18	Hartwell	Winton Place		1	4	2	3	6	2	18	
44	HARTWELL TOTAL 1989-90		0	3	5	9	10	8	9	44	0
56	HARTWELL TOAL 1988-89			6	7	9	10	10	14	56	
3	Hyde Park	Anderson Pl.		2		1				2	1
1	Hyde Park	Bramble							1	1	
2	Hyde Park	Burton					2			2	
5	Hyde Park	Hoffman		2	1			2		5	
6	Hyde Park	Kilgour				1	1	1	3	1	5
1	Hyde Park	Losantiville				1				1	
1	Hyde Park	McKinley					1				1
1	Hyde Park	Millvale				1				1	
1	Hyde Park	Mt. Wash.					1				1
1	Hyde Park	Parham			1					1	
4	Hyde Park	Pl. Ridge			3				1	4	
2	Hyde Park	Rockdale		1					1	2	
1	Hyde Park	Silverton				1				1	
3	Hyde Park	So. Avondale		1		1	1			3	
2	Hyde Park	Windsor			1				1	2	
3	Hyde Park	Winton Place			2		1			3	
37	HYDE PARK TOTAL 1989-90		0	6	8	6	7	3	7	29	8
42	HYDE PARK TOTAL 1988-89		6	9	6	7	3	8	3	33	9
11	Kilgour	Anderson Pl.	2	4	1	2	1		1	11	
1	Kilgour	Bond Hill					1			1	
13	Kilgour	Bramble	2	2	1	5	1	2		13	
7	Kilgour	Burton	2	2			1		2	7	
1	Kilgour	Hays							1	1	
10	Kilgour	Hoffman	1		2	1	2	1	3	10	
2	Kilgour	North Fairmt		1			1			2	
6	Kilgour	Parham	1		2		1	1	1	6	
1	**Kilgour**	**Pl. Hill**					1			1	
1	**Kilgour**	**Pl. Ridge**				1				1	

KILGOUR CONTINUED ON PAGE 3

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
2	Kilgour	Rockdale	1				1			2	
1	Kilgour	Roselawn				1				1	
1	Kilgour	So. Avondale			1					1	
4	Kilgour	Swifton	1			1		1	1	4	
3	Kilgour	Taft	1			1	1			3	
2	Kilgour	Vine		1		1				2	
3	Kilgour	Windsor			1	1		1		3	
2	Kilgour	Woodford				1	1			2	
71	KILGOUR TOTAL 1989-90		11	10	8	15	12	6	9	71	0
68	KILGOUR TOTAL 1988-89		10	9	12	13	6	10	8	68	
1	Kirby Road	No. Fairmt.			1					1	
1	Kirby Road	Rockdale			1					1	
2	Kirby Road	Vine		1	1					2	
1	Kirby Road	Windsor			1					1	
1	Kirby Road	Winton Place			1					1	
6	KIRBY ROAD TOTAL 1989-90		0	1	5	0	0	0	0	6	0
22	KIRBY ROAD TOTAL 1988-89		4	9	9					22	
1	Losant.	Carthage							1		1
4	Losant.	Hartwell	1	1		1		1			4
4	Losant.	Kirby Road	2		2						4
1	Losant.	Roselawn						1		1	
2	Losant.	So. Avondale					2			2	
3	Losant.	Woodford	1			1			1	1	2
15	LOSANT. TOTAL 1989-90		4	1	2	2	2	2	2	4	11
12	LOSANT. TOTAL 1988-89				2	2	2	2	4	8	4
1	McKinley	Bond Hill				1				1	
2	McKinley	Hays			1		1			2	
3	McKinley	So. Avondale		2	1					3	
3	McKinley	Washington Pk		1			1	1		3	
9	MCKINLEY TOTAL 1989-90		0	3	2	1	2	1	0	9	0
2	Midway	C. Fairmount			1			1		2	
1	Midway	Chase				1				1	
2	Midway	Hays				1		1		2	
4	Midway	Heberle					2	1	1	4	
7	Midway	Millvale				2	2	1	2	7	
10	Midway	No. Fairmount				4	1	4	1	10	
3	Midway	Pl. Hill				2		1		3	
2	Midway	Rockdale					1	1		2	
4	Midway	Roll Hill					1	2	1	4	
2	Midway	So. Avondale						1	1	2	
1	Midway	Taft				1				1	
2	Midway	Washburn			1	1				2	
1	Midway	Washington Pk				1				1	
41	MIDWAY TOTAL 1989-90		0	0	2	13	7	13	6	41	0

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
37	MIDWAY TOTAL 1988-89			1	9	9	11	5	2	37	
2	Mt. Airy	No. Fairmount				1			1	1	1
2	Mt. Airy	Pl. Hill					1		1	2	
1	Mt. Airy	Winton Place						1		1	
5	MT. AIRY TOTAL 1989-90		0	0	0	1	1	1	2	4	1
9	MT. AIRY TOTAL 1988-89				1	2	2	2	2	9	
3	Mt. Wash.	Bond Hill						2	1	3	
1	Mt. Wash.	Burton					1			1	
1	Mt. Wash.	Hoffman							1	1	
1	Mt. Wash.	Kilgour					1			1	
1	Mt. Wash.	Kirby Road					1			1	
1	Mt. Wash.	Losantiville					1			1	
1	Mt. Wash.	Millvale							1	1	
3	Mt. Wash.	No. Fairmount					1	2		3	
1	Mt. Wash.	Parham				1				1	
3	Mt. Wash.	Pl. Ridge						2	1	3	
4	Mt. Wash.	Rockdale		1			2	1		4	
1	Mt. Wash.	Silverton						1		1	
7	Mt. Wash.	So. Avondale			1	1	2	2	1	7	
1	Mt. Wash.	Swifton				1				1	
1	Mt. Wash.	Taft							1	1	
1	Mt. Wash.	Vine							1	1	
4	Mt. Wash.	Winton Place					1	1	2	4	
35	MT. WASH. TOTAL 1989-90		0	1	1	3	10	11	9	35	0
42	MT. WASH. TOTAL 1988-89			1	5	7	9	10	10	42	
1	No Fairmt	Kirby Road			1						1
1	No Fairmt	Roosevelt		1							1
2	NO FAIRMT TOTAL 1989-90		0	1	1	0	0	0	0	0	2
1	NO FAIRMT TOTAL 1988-89		1								1
7	Oyler	Hays		4				3		7	
1	Oyler	No. Fairmount		1						1	
3	Oyler	So. Avondale					1		2	3	
1	Oyler	Vine							1	1	
5	Oyler	Washburn		1	2			2		5	
17	OYLER TOTAL 1989-90		0	6	2	0	1	5	3	17	0
76	OYLER TOTAL 1988-89		25	16	8	7	13	7		76	
1	Roselawn	Hartwell					1				1
1	Roselawn	Kilgour				1					1
1	Roselawn	Losantiville		1							1
3	ROSELAWN TOTAL 1989-90		0	1	0	1	1	0	0	0	3
5	ROSELAWN TOTAL 1988-89		1		1	3					5

NO. OF TRANS.	TO RECEIVING SCHOOL	FROM DIST. SCHOOL	GRADE K	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	BLACK	WHITE
1	**SAYLER PK TOTAL 1988-89**							1		1	
1	Washburn	Heberle					1				1
1	**WASHBURN TOTAL 1989-90**						1				1
1	Wash. Pk.	Parham							1		1
4	Wash. Pk.	Washburn		1	1			2		4	
5	WASH. PK. TOTAL 1989-90		0	1	1	0	0	2	1	4	1
2	WASH. PK. TOTAL 1988-89							1	1		2
2	Westwood	C. Fairmount				1			1	2	
1	Westwood	Hays		1						1	
1	Westwood	Heberle					1			1	
1	Westwood	Hoffman							1	1	
2	Westwood	Millvale				1		1		2	
17	Westwood	No. Fairmount		3	2	4	5	1	2	17	
3	Westwood	Roll Hill				1	2	5		3	
32	WESTWOOD TOTAL 1989-90		0	4	2	7	8	7	4	32	0
45	WESTWOOD TOTAL 1988-89		2	1	7	10	7	6	12	45	
1	Whittier	Rothenberg			1					1	
1	**WHITTIER TOTAL 1989-90**		0	0	1	0	0	0	0	1	0
3	WHITTIER TOTAL 1988-89							2	1	3	
1	Winton Pl	Heberle			1						1
1	WINTON PL TOTAL 1989-90		0	0	1	0	0	0	0	0	1
396	**GRAND TOTAL 1989-90**		**16**	**46**	**55**	**80**	**74**	**65**	**60**	**367**	**29**
509	GRAND TOTAL 1988-89		50	61	82	87	74	75	80	487	22

APPENDIX E

1989-90 School year S=Suspension E=Expulsion
W=White B=Black M=Male F=Female
Total enrollment/ black/ percentage black

50,901 31,561 62%

Elementary				BM	WM	BF	WF
31,198	19,308	61.9%	S	1611	438	520	72
			E	26	10	7	0
Junior Middle							
4958	3234	65.2%	S	1515	722	774	304
			E	59	13	33	9
Secondary							
14,042	Black 8,768	62,4 %	S	1959	588	866	195
			E	93	19	29	14
		Total	S	5085	1748	2160	571
		Total	E	177	43	69	23
		Grand Total	S&E	5262	1791	2229	594

Ratios of Suspensions-Expulsions to Population (i.e. what percentage of black and white populations by level were suspended or expelled during the 1989-90 school year)

TOTALS
Black SE/P 7491/31310 = 24%
White SE/P 2385/19340 = 12% RATIO 2:1

Elementary
Black SE/P 2164/19308 = 11%
White SE/P 520/11890 = 4% RATIO Almost 3:1

Jr/M
Black SE/P 2381/3234 = 74%
White SE/P 1048/1724 = 61% RATIO 6:5

Senior
Black SE/P 2947/8768 = 34%
White SE/P 816/5234 = 16% RATIO 2+:1

Data Source: Cincinnati Public Schools Summary of Suspensions and Expulsion. 1989-90

Prepared by Hendrik D. Gideonse October 26, 1990

CINCINNATI PUBLIC SCHOOLS
PLANNING, RESEARCH AND EVALUATION
230 EAST NINTH STREET
CINCINNATI, OHIO 45202

MEMORANDUM

TO: Dr. Jack L. Lewis, Director, Alternative/Settlement Office

FROM: Mr. Jerry W. Moore, Associate

DATE: November 20, 1990

RE: Suspensions and Expulsions

Please find attached five tables in which are provided results from the analysis of suspensions and expulsions for the 1989-90 school year. Since this is the second year of this work, data from both school years 1988-89 and 1989-90 are being provided.

Explanation of Tables

Table 1 Reported in this table is the number of suspensions and the number of expulsions for both 1988-89 and 1989-90 by race and gender. Suspensions for each group declined overall, except suspensions for black males. Increases at only a few schools at each level accounted for this increase, however.

Tables 2 and 3 The actual number of students suspended by the number of times they were suspended is shown by race and gender in Tables 2 and 3. This is a count of students suspended rather than the number of suspensions as in Table 1. For example, a student who was suspended five times was counted only once.

The total number of students suspended increased from 5,814 in 1988-89 to 5,953 in 1989-90. The percentage of students suspended increased slightly from 11.3% to 11.7%. These percentages were computed using the unduplicated count of student suspensions and the October Average Daily Membership.

Tables 4 and 5 In Tables 4 and 5 are reported suspension rates by race and gender using the unduplicated count of students suspended. They also contain Black-White Suspension Index values. Results are reported by system (Table 4) and by school (Table 5). The Black-White Suspension Index for all schools rose slightly from .061 in 1988-89 to .070 in 1989-90.

JM/fei

enc.

c: Bernard Barbadora
Betty Elsey

Table 1. Total Number of Suspensions and Expulsions, 1988-89 and 1989-90.

	NUMBER BY RACE AND GENDER									
	Black				White				Total Number	
	Female		Male		Female		Male			
	89	90	89	90	89	90	89	90	89	90
SUSPENSIONS										
Elementary (K-6)	517	541	1627	1666	92	74	548	435	2784	2716
Secondary (7-12)	1684	1631	3204	3417	619	508	1420	1325	6927	6881
TOTAL	**2201**	**2172**	**4831**	**5083**	**711**	**582**	**1968**	**1760**	**9711**	**9597**
EXPULSIONS										
Elementary (K-6)	4	7	21	26	0	0	9	12	34	45
Secondary (7-12)	45	62	137	146	25	25	60	37	267	270
TOTAL	**49**	**69**	**158**	**172**	**25**	**25**	**69**	**49**	**301**	**315**

Note. The data reported in this and the following tables were taken from computer files maintained by the Department of Administration, Curriculum and Instruction, and numbers vary slightly from their own reports on suspensions and expulsions. It should also be noted, as is the policy in the Department of Administration, Curriculum and Instruction, expulsions are also counted as suspensions.

Table 2. Unduplicated Count of Suspensions. Number of Students Suspended in Grades K-6 by the Number of Times Suspended, 1988-89 and 1989-90.

Number of Times Suspended	NUMBER OF STUDENTS BY RACE AND GENDER								Total Number and Percentage of Students	
	Black				White					
	Female		Male		Female		Male			
	89	90	89	90	89	90	89	90	89	90
1	291	286	581	704	53	57	251	212	1176 (66.9%)	1259 (69.9%)
2	60	60	204	206	16	7	58	56	338 (19.2)	329 (18.3)
3	16	24	87	81	1	1	28	24	132 (7.5)	130 (7.2)
4	10	10	34	27	1	0	15	8	60 (3.4)	45 (2.5)
5	0	2	26	14	0	0	6	0	32 (1.8)	16 (0.9)
6	3	1	12	9	0	0	0	0	15 (1.2)	10 (1.2)
7	0	1	1	6	0	0	1	1	2	8
8	0	0	4	3	0	0	0	0	4	3
9	0	0	0	1	0	0	0	0	0	1
TOTAL	380 (21.6%)	384 (21.3%)	949 (54.0%)	1051 (58.4%)	71 (4.0%)	65 (3.6%)	359 (20.4%)	301 (16.7%)	1759 (100%)	1801 (100%)

Table 3. Unduplicated Count of Suspensions. Number of Students Suspended in Grades 7-12 by the Number of Times Suspended, 1988-89 and 1989-90.

Number of Times Suspended	NUMBER OF STUDENTS BY RACE AND GENDER								Total Number and Percentage of Students	
	Black				White					
	Female		Male		Female		Male			
	89	90	89	90	89	90	89	90	89	90
1	715	779	1119	1209	221	224	460	460	2515 (62.0%)	2672 (64.4%)
2	198	177	422	411	75	64	158	154	853 (21.1)	806 (19.4)
3	84	86	163	183	26	19	72	68	345 (8.5)	356 (8.6)
4	29	28	90	97	15	15	42	37	176 (4.4)	177 (4.3)
5	21	13	36	41	10	4	19	21	86 (2.1)	79 (1.9)
6	7	4	23	18	6	2	10	5	46 (1.1)	29 (.7)
7	6	4	7	12	1	1	5	5	19	22
8	2	0	2	3	1	0	4	1	9	4
9	0	0	1	2	1	0	3	3	5 (.8)	1 (.7)
10	0	0	0	1	0	0	0	0	0	1
11	0	1	0	0	0	0	1	0	1	1
TOTAL	1062 (26.2%)	1092 (26.3%)	1863 (45.9%)	1977 (47.6%)	356 (8.9%)	329 (7.9%)	774 (19.1%)	754 (18.2%)	4055 (100%)	4152 (100%)

Table 4. Suspension Rates and Black-White Suspension Index Values by Level, 1988-89 and 1989-90.

Level	BLACK						WHITE						Black/White Suspension Index	
	Female		Male		Total		Female		Male		Total			
	89	90	89	90	89	90	89	90	89	90	89	90	89	90
Total Elementary	.05	.05	.11	.11	.08	.08	.02	.01	.06	.06	.04	.04	.03	.05
Total Junior	.26	.28	.39	.43	.33	.36	.16	.20	.37	.36	.27	.29	.06	.07
Total Senior	.16	.15	.30	.28	.23	.22	.08	.06	.17	.15	.12	.10	.10	.11
ALL SCHOOLS	.10	.10	.19	.19	.14	.15	.05	.04	.12	.11	.08	.08	.06	.07

Note. An unduplicated count of students suspended was used to compute suspension rates and Black-White Suspension Index values (i.e., a student who was suspended five times was counted only once).

Table 5. Suspension Rates and Black-White Suspension Index Values by School, 1988-89 and 1989-90.

Schools	BLACK						WHITE						Black/White Suspension Index	
	Female		Male		Total		Female		Male		Total			
	89	90	89	90	89	90	89	90	89	90	89	90	89	90
Elementary														
Anderson Place	.04	.08	.11	.26	.08	.18	.01	.04	.11	.15	.06	.09	.02	.09
Bond Hill	.01	.01	.04	.09	.02	.05	.12	.14	.00	.00	.06	.05	-.03	.01
Bramble	.06	.10	.18	.08	.13	.09	.08	.06	.04	.03	.06	.04	.07	.04
Burton	.01	.02	.05	.09	.03	.06	.00	.00	.00	.20	.00	.11	.03	-.05
CAPE	.04	.01	.11	.06	.08	.04	.01	.00	.07	.00	.05	.00	.03	.04
Carson	.03	.02	.12	.00	.08	.01	.03	.00	.07	.03	.05	.01	.03	.00
Carthage	.01	.00	.05	.10	.03	.05	.00	.00	.00	.01	.00	.01	.03	.04
CBA	.02	.04	.03	.07	.03	.06	.01	.02	.02	.04	.02	.03	.01	.03
Central Fairmount	.05	.07	.26	.13	.16	.10	.00	.00	.10	.05	.05	.02	.12	.08
Chase	.11	.13	.26	.35	.19	.24	.02	.01	.21	.17	.11	.10	.08	.15
Cheviot	.01	.00	.02	.05	.02	.03	.00	.00	.02	.01	.01	.00	.01	.02
Clifton	.05	.03	.16	.15	.10	.08	.00	.02	.06	.13	.03	.07	.06	.01
College Hill	.01	.00	.00	.00	.01	.00	.00	.00	.00	.00	.00	.00	.01	.00
Covedale	.13	.10	.17	.29	.15	.18	.00	.01	.06	.04	.03	.02	.11	.16
Douglass	.00	.00	.00	.05	.00	.03	.00	.00	.00	.04	.00	.02	.00	.01
Eastern Hills	.13	.18	.19	.33	.16	.26	.06	.07	.15	.22	.11	.15	.05	.11
Fairview	.05	.06	.07	.12	.06	.09	.01	.01	.03	.06	.02	.03	.04	.05
Hartwell	.01	.04	.05	.06	.03	.05	.00	.00	.02	.01	.01	.00	.02	.04
Hays	.07	.01	.17	.08	.13	.05	.00	.00	.04	.07	.03	.04	.10	.00
Heberle	.03	.06	.03	.13	.03	.10	.02	.02	.04	.12	.03	.07	.00	.02
Heinold	.20	.10	.25	.26	.22	.18	.16	.06	.19	.13	.18	.10	.05	.09
Hoffman	.03	.01	.02	.03	.03	.02	**	**	**	.00	**	.00	***	.02
Hyde Park	.00	.01	.01	.01	.00	.01	.00	.00	.00	.02	.00	.01	.00	.00
Kilgour	.10	.02	.10	.04	.10	.03	.01	.00	.04	.02	.02	.01	.08	.02
Kirby Road	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
Linwood	.07	.00	.12	.06	.10	.03	.00	.01	.04	.00	.02	.01	.08	.02
Losantiville	.01	.00	.02	.05	.01	.02	.00	.00	.09	.03	.05	.02	-.04	.01
McKinley	.00	.00	.00	.00	.00	.00	.02	.00	.00	.02	.01	.01	-.01	-.01
Midway	.04	.03	.18	.08	.11	.06	.00	.00	.06	.04	.03	.03	.08	.03
Millvale	.05	.01	.18	.04	.12	.03	.00	.00	.16	.11	.12	.08	.00	-.06
Mt. Airy	.01	.02	.03	.04	.02	.03	.00	.01	.01	.01	.01	.01	.01	.02
Mt. Washington	.00	.04	.06	.10	.03	.07	.01	.00	.06	.01	.03	.01	-.01	.06

Table 5. Suspension Rates and Black-White Suspension Index Values by School, 1988-89 1989-90. (cont'd.)

Schools	BLACK						WHITE						Black/White Suspension Index	
	Female		Male		Total		Female		Male		Total			
	89	90	89	90	89	90	89	90	89	90	89	90	89	90
Elementary (cont'd.)														
North Fairmount	.13	.06	.46	.17	.31	.12	.00	.03	.31	.09	.17	.07	.14	.06
North Avondale	.01	.00	.03	.00	.02	.00	.00	.00	.02	.00	.01	.00	.01	.00
Oyler	.02	.13	.25	.36	.15	.26	.04	.02	.19	.21	.12	.12	.03	.14
Parham	.03	.02	.01	.03	.02	.03	.00	.00	.00	.17	.00	.08	.02	-.06
Pleasant Hill	.04	.08	.22	.20	.13	.14	.01	.01	.15	.09	.08	.05	.05	.09
Pleasant Ridge	.06	.08	.19	.19	.13	.14	.01	.00	.07	.08	.04	.04	.08	.10
Quebec Heights	.01	.01	.03	.04	.02	.02	.01	.00	.01	.01	.01	.01	.01	.02
Roberts	.22	.16	.44	.26	.34	.21	.14	.08	.25	.13	.19	.10	.15	.11
Rockdale	.03	.00	.08	.00	.06	.00	.25	.00	.07	.00	.14	.00	-.08	.00
Roll Hill	.05	.05	.05	.04	.05	.05	.00	.00	.03	.01	.01	.00	.03	.04
Roosevelt	.15	.13	.10	.23	.12	.17	.00	.05	.05	.07	.02	.06	.10	.11
Roselawn	.09	.03	.10	.11	.09	.07	.00	.00	.04	.03	.02	.01	.07	.06
Rothenberg	.05	.08	.11	.12	.08	.10	.00	.04	.13	.16	.07	.10	.01	.00
Sands	.01	.00	.04	.01	.02	.00	.00	.00	.00	.00	.00	.00	.02	.00
Sayler Park	.00	.00	.11	.05	.06	.03	.00	.01	.04	.04	.02	.03	.04	.00
Schiel	.00	.00	.00	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
Silverton	.01	.00	.05	.03	.03	.02	.00	.00	.00	.00	.00	.00	.03	.02
South Avondale	.00	.09	.00	.10	.00	.09	**	**	.00	**	.00	**	.00	***
Swifton	.01	.00	.02	.02	.01	.01	.00	.00	.00	.02	.00	.01	.01	.00
Taft	.00	.01	.00	.02	.00	.01	.00	.00	.00	.00	.00	.00	.00	.01
Vine	.02	.00	.04	.04	.03	.02	.06	.04	.05	.11	.05	.07	-.02	-.05
Washburn	.01	.00	.01	.00	.01	.00	.00	.00	.20	.00	.17	.00	-.16	.00
Washington Park	.17	.11	.29	.21	.23	.15	.14	.05	.19	.14	.17	.10	.06	.06
Westwood	.05	.04	.06	.14	.05	.09	.01	.00	.03	.00	.02	.02	.03	.07
Whittier	.00	.03	.07	.11	.03	.07	.01	.00	.05	.03	.03	.02	.01	.05
Windsor	.00	.29	.01	.53	.01	.41	.00	.00	.00	.67	.00	.75	.01	-.34
Winton Place	.02	.00	.18	.11	.10	.06	.00	.00	.12	.11	.06	.07	.04	-.01
Woodford	.00	.00	.02	.00	.01	.00	.00	.00	.00	.00	.00	.00	.01	.00

Table 5. Suspension Rates and Black-White Suspension Index Values by School, 1988-89 1989-90. (cont'd.)

Schools	BLACK						WHITE						Black/White Suspension Index	
	Female		Male		Total		Female		Male		Total			
	89	90	89	90	89	90	89	90	89	90	89	90	89	90
Junior/Middle														
Bloom	.31	.18	.38	.31	.35	.24	.21	.06	.29	.29	.25	.16	.10	.08
Crest Hills	.13	.19	.22	.13	.19	.16	.06	.00	.19	.09	.12	.06	.07	.10
Dater	.34	.37	.52	.52	.41	.44	.15	.20	.39	.37	.26	.29	.15	.15
Gamble	.32	.40	.36	.54	.33	.48	.07	.22	.23	.42	.16	.33	.17	.14
Merry	.27	.31	.51	.59	.40	.47	.06	.25	.32	.50	.21	.39	.19	.08
Peoples	.24	.25	.33	.38	.29	.32	.26	.12	.56	.23	.41	.18	-.12	.14
Porter	.18	.28	.26	.36	.22	.32	.19	.38	.52	.46	.38	.42	-.16	-.10
Schwab	.34	.30	.51	.48	.43	.40	.23	.16	.39	.34	.33	.24	.11	.15
Shroder	.18	.20	.38	.44	.27	.33	.13	.20	.25	.38	.19	.29	.09	.04
Senior High														
Aiken	.15	.18	.26	.30	.20	.24	.14	.13	.30	.18	.22	.16	-.02	.08
CAPE	.33	.23	.45	.39	.40	.33	.18	.21	.35	.34	.28	.28	.13	.04
Clark Academy	.04	.06	.08	.10	.06	.08	.09	.00	.09	.00	.09	.00	-.03	.08
Hughes Center	NA	.05	NA	.21	NA	.12	NA	.05	NA	.14	NA	.09	NA	.03
SCPA	.06	.04	.12	.05	.08	.04	.01	.00	.03	.02	.02	.01	.06	.03
Taft	.15	.16	.32	.39	.23	.27	.22	.04	.22	.34	.21	.19	.01	.09
Walnut Hills	.03	.07	.05	.09	.04	.08	.02	.02	.04	.06	.03	.04	.01	.04
Western Hills	.15	.18	.42	.34	.28	.26	.11	.07	.26	.15	.19	.11	.10	.15
Withrow	.17	.20	.35	.35	.26	.28	.10	.07	.21	.28	.16	.18	.10	.10
Woodward	.16	.16	.21	.21	.19	.19	.18	.09	.12	.14	.15	.12	.05	.06

Note. An unduplicated count of students suspended was used to compute suspension rates and Black-White Suspension Index values (i.e., a student who was suspended five times was counted only once).

** No students in this group enrolled at school.

*** Index not computable.

SCHOOL

SUMMARY OF SUSPENSIONS Yearly Totals 1989-90

SENIOR AREA I	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL		11	12	13	14	15	16	17	18+		6	7	8	9	10	11	12
SCPA (7-12)	13	2	1	7	1	3	27			4	7	5	4	2	4	1			10	6	2	5	4	
TAFT (9-12)	208	56	-0-	77	4	-0-	345					26	102	102	81	34					206	82	26	31
WESTERN HILLS	347	150	1	142	56	1	697					58	133	267	160	79					307	164	165	61
TOTAL	568	208	2	226	61	4	1069			4	7	89	239	371	245	114			10	6	515	251	195	92
AREA II																								
AIKEN (9-12)	301	65	-0-	151	26	2	545				1	57	139	158	106	85					304	121	87	33
CAPE (6-12)	216	118	-0-	71	58	-0-	463		24	56	97	94	73	55	46	18		65	135	81	79	55	27	21
CLARK ACAD.	11			4			15						1	4	5	5					7	2	5	1
GUILFORD		1					1						1							1				
WOODWARD(9-12)	246	25	-0-	142	6	2	421			6	14	55	117	116	76	37			20	11	192	124	47	27
TOTAL	774	209	-0-	368	90	4	1445		24	62	112	206	330	333	233	145		65	155	93	582	302	166	82
AREA III																								
HUGHES(7-12)	65	23	1	15	7	-0-	111					16	40	28	19	8					66	24	15	6
WALNUT HILLS	39	48	5	36	15	-0-	143			32	31	14	21	20	16	9			50	20	12	27	22	12
WITHROW(9-12)	513	100	4	221	22	-0-	860				3	68	171	292	214	112					316	239	175	130
TOTAL	617	171	10	272	44	-0-	1114			32	34	98	232	340	249	129			50	20	384	290	212	148
TOTAL SR.HI	1959	588	12	866	195	8	3628		24	98	153	394	800	1044	727	388		65	215	119	1491	843	573	322
JR.HI/MIDDLE AREA I																								
BLOOM (7-8)	57	16	-0-	34	4	-0-	111		2	8	36	30	30	5					40	71				
DATER (7-8)	162	216	1	109	89	-0-	577		14	76	191	148	119	21	8				245	224	108			
GAMBLE(6-8)	196	102	-0-	149	27	-0-	474		11	102	169	141	47	4					273	201				
HEINOLD(7-8)	13	4	-0-	4	4	-0-	25		1	9	8	6	1						16	9				
PORTER(7-8)	78	99	-0-	51	63	-0-	291		17	60	102	75	32	5					148	139	4			
ROBERTS(7-8)	9	31	-0-	16	13	-0-	19		3	5	17	31	13						20	48	1			
TOTAL	515	468	1	363	200	-0-	1547		48	260	523	431	242	35	8				74	692	113			

E-10

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SCHOOL

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1989-1990

JR. HI/MIDDLE AREA II	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL		11	12	13	14	15	16	17	18+		6	7	8	9	10	11	12
CREST HILLS (7-8)	30	2	-0-	30	-0-	-0-	62			7	19	14	17	5					18	44				
SCHWAB (7-8)	223	63	-0-	104	31	-0-	421			54	83	157	108	17	2				225	196				
R/CONDON (7-8)	18	1	-0-	6	-0-	-0-	25			3	13	5	3	1					10	15				
TOTAL	271	66	-0-	140	31	-0-	508			64	115	176	128	23	2				253	255				
AREA III																								
C.E.A. (6-8)	20	9	-0-	13	3	-0-	45		3	13	20	8	1					16	16	13				
EASTERN HILLS (7-8)	41	25	-0-	29	13	-0-	108			15	49	38	6						62	46				
MERRY (7-8)	324	16	-0-	97	4	-0-	441		2	48	158	191	41	1					223	218				
PEOPLES (7-8)	150	24	-0-	74	11	-0-	259		1	10	79	100	66	3					90	169				
SHRODER PAD (7-9)	194	114	-0-	58	42	1	409			46	130	166	53	14					196	148	65			
TOTAL	729	188	-0-	271	73	1	1262		6	132	436	503	167	18				16	587	594	65			
TOTAL JR. HIGH	1515	722	1	774	304	1	3317		10	373	1089	1209	560	66	10			16	1582	1541	178			
GRAND TOTAL SECONDARY	3474	1310	13	1640	499	9	6945		34	471	1242	1603	1360	1110	737	388		81	1797	1660	1669	843	573	322

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1989-1990

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
SENIOR																											
AIKEN (9-12)	4	132		98	6				45	11	9	2		204	2	4							3	21		4	
CAPE (7-12)	5	20		109	2	8	2		92	20	12	4		131	4	4				2			10	32		6	
CLARK ACAD.(9-12)		1		1								3		1		4				1			3	1			
HUGHES (9-12)		25		28					2	1		1		43	3								2	6			
SCPA (7-12)		2		1					1		2			16		2								3			
TAFT (9-12)		52		46	1				28	10	2	5		191		3								5		2	
WALNUT HILLS (7-12)	2	11	2	12	4				3	13	3			65	6	8							1	11			2
WESTERN HILLS (9-12)	1	73	2	78	12	1			30	9	16	7		448	1	3					1		6	6		3	
WITHROW (9-12)	1	266		73	12	1	1		150	26	13	14		246	2	8				2			8	32		4	1
WOODWARD (7-12)	2	58		75	9	1	2		22		6	3	2	212		9				1			2	15		2	
TOTAL	15	640	4	521	46	11	5		373	90	63	39	2	1557	18	45				6	1		35	132		21	3
JR.-MIDDLE																											
BLOOM (7-8)	2	32		18					2			1		41		2							2	10		1	
C.B.A. (6-8)	3	1		18					4	2				16										1			
CREST HILLS (7-8)	2	1		17					3			5		16	2			1		2			4	9			
DATER (7-9)	5	217		100		1			64	17	10	1		137	1	3				1			2	12		3	3
E. HILLS (7-8)	1	43		34					4	1				21	1								1	2			
GAMBLE (-8)	6	67		114					2	1	1	3		256	1	2		2					5	14			
HEINOLD (7-8)		1		3					1			1		18		1											
MERRY (7-8)	1	88		86					14					222	1	1				1			5	21		1	
PEOPLES (7-8)	3	69		56	2				24	5	4	6		67		3							3	14		1	2
PORTER (7-8)		5		85					54	5	1			116						1			2	18		2	2
ROBERTS (7-´)	1	11		24					2	7	3	2		14	1	1							1	2			
ROSELAWN(7-8)		2		9					6			1		7													
SCHWAB (7-8)	7	93		115					35	9	5	2		131	2	6					1		1	12		1	1
SHRODER-PAIDEIA(7-9)	2	277		30					17	1	5	2		64										8		2	1
TOTAL	33	907		709	2	1			232	48	29	24		1126	9	19		3		5	1		26	123		11	9
GUILFORD																											
GRAND TOTAL	48	1547	4	1230	48	12	5		605	138	92	63	2	2683	27	64		3		11	2		62	255		32	12

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1989-1990

SCHOOL

ELEMENTARY AREA I	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL		5	6	7	8	9	10	11	12	13+		Kdg	1	2	3	4	5	6
CARSON (K-6)	-0-	7	-0-	1	-0-	-0-	8				1	-0-	2	4	-0-	1					1		6		1
CENTRAL FAIR(K-6)	29	13	-0-	15	-0-	-0-	57					3	7	11	16	9	11					4	15	22	16
CHEVIOT (K-6)	5	2	-0-	-0-	-0-	-0-	7				1	1	3	2							1	1	4	1	
COVEDALE (K-6)	24	13	-0-	12	3		52					3	6	11	22	9	1			2	1	-0-	12	14	23
HAYS (K-6)	22	2	-0-	1	-0-	-0-	25					2	2	9	10	[illegible]	-0-				1	5	6	11	2
HEBERLE (K-6)	43	26	1	17	2	-0-	89			1	1	14	26	19	12	9	7			1	4	23	37	4	20
HEINOLD (K-6)	71	11	-0-	25	1	-0-	108					2	14	20	30	30	12					7	25	16	60
MIDWAY (K-6)	12	9	-0-	4	2	-0-	27					1	6	3	5	12						3	6	8	10
N.FAIRMOUNT(K-6)	45	6	-0-	12	1	-0-	64				5	-0-	5	11	25	9	9				7	3	10	20	24
OYLER (K-6)	56	36	-0-	14	3	-0-	109			3	6	15	14	30	19	20	2			8	14	14	39	15	19
QUEBEC HGTS(K-6)	6	2	-0-	1	-0-	-0-	9			1	1	-0-	1	1	2	3				2	-0-	-0-	2	-0-	5
ROBERTS (K-6)	58	27	-0-	26	14	-0-	125			3	4	11	11	25	44	23	4			4	10	9	22	50	30
ROLL HILL (K-6)	8	2	-0-	8	-0-	-0-	18					2	3	-0-	3	9	1				4	1	2	-0-	11
ROTHENBERG (K-6)	48	11	-0-	19	3	1	82				1	4	16	17	17	22	5				6	8	18	22	28
SANDS (K-6)	1	-0-	-0-	-0-	-0-	-0-	1						1									1			
SAYLER PARK (K-6)	1	15	-0-	-0-	3	-0-	19					2	2	6	6	2	1				2	3	3	4	7
SCPA (K-6)	2	2	1	4	-0-	-0-	9							2	3	2	2				1	-0-	-0-	3	5
WASHBURN (K-6)	1	-0-	-0-	-0-	-0-	-0-	1								1									1	
WASH.PARK (K-6)	34	15	-0-	17	6	-0-	72		1	5	1	7	6	10	18	21	3		1	5	4	5	20	18	19
WESTWOOD (K-6)	11	12	-0-	3	-0-	-0-	26				2	1	5	6	8	2	2			2	1	3	9	5	6
WHITTIER (K-6)	27	14	-0-	6	1	-0-	48			2	3	3	12	5	17	4	2		1	2	7	6	10	16	6
TOTAL	504	225	2	185	39	1	956		1	15	26	71	142	192	258	184	62		2	26	64	96	246	230	292

SUMMARY OF SUSPENSIONS **YEARLY TOTALS 1989-1990**

SCHOOL

ELEMENTARY AREA II	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL	5	6	7	8	9	10	11	12	13+		Kdg.	1	2	3	4	5	6	
BOND HILL (K-6)	37			2	3		42	1	3		4	5	8	13	4	4			3		7	10	10	12	
BURTON (K-6)	26		1	5			32			1	2	1	11	10	7					2	2	11	7	10	
CAPE ELEM (K-5)	20			2			22	3	1	3	5	2	4	3	1			4	2	5	3	2	6		
CARTHAGE (K-5)	13	1					14		1		3	1	3	5	1				1		4	2	7		
CHASE (3-6)	193	39		45	2		279		1		12	53	66	69	63	15				1	24	92	93	69	
CLIFTON (K-6)	26	22	1	6	2		57	3	2	1	4	7	15	13	9	3		5	1	2	2	17	13	17	
COLLEGE HILL(K-6)	NONE																								
HARTWELL (K-6)	8	1		7			16				4	2	9		1					3	2	6	4	1	
KIRBY RD. (K-2)	NONE																								
LOSANTIVILLE(K-6)	6	2					8			1	1	1		3	2					2	1	1	2	2	
MT. AIRY (K-6)	12	4		1	1		18	1	1			2	10	3	1			1	1		4	8	1	3	
N.AVONDALE (K-6)	NONE																								
PLEASANT HILL(K-6)	73	8		24	1		106	1	1	7	17	20	27	16	8	9		2	5	7	20	34	22	16	
PLEASANT RIDGE(K-6)	67	16		20			103	2	5	1	17	7	27	29	14	1		6	2	3	21	8	47	16	
R/CONDON (K-6)	20	4		6			30				1	2	4	9	10	4					1	5	9	15	
SWIFTON (K-5)	5	1					6			2			4							2		4			
WINTON PLACE(K-3)	46	2		2			50	5	3	2	18	14	8					8	2	8	19	13			
TOTAL	552	100	2	120	9		783	16	18	18	88	117	196	173	121	36		26	17	35	123	200	221	161	

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1989-1990

SCHOOL ELEMENTARY AREA III		MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL	5	6	7	8	9	10	11	12	13	Kdg	1	2	3	4	5	6
ANDERSON PL.	(K-6)	106	28	-0-	21	5	-0-	160	-0-	-0-	22	42	23	34	24	13	2	-0-	1	63	13	38	24	21
BRAMBLE	(K-6)	17	1	-0-	15	3	-0-	36	-0-	-0-	-0-	1	2	7	18	7	1				2	10	6	15
C.B.A.	(K-6)	NONE																						
DOUGLASS	(K-6)	16	6	-0-	1	-0-	-0-	23	-0-	1	1	-0-	-0-	6	2	13	-0		2	0	-0-	5	4	13
EASTERN HILLS	(K-6)	61	29	-0-	27	3	-0-	120	-0-	1	6	8	18	21	36	16	5	1	2	13	7	38	37	22
FAIRVIEW	(K-5)	33	15	-0-	10	2	-0-	60	3	2	16	14	9	11	5	-0-	0	3	17	16	7	12	4	1
HOFFMAN	(K-6)	10	-0-	-0-	2	-0-	-0-	12			1	-0-	-0-	3	3	5				1		3	6	2
HYDE PARK	(K-6)	1	1	-0-	1	-0-	-0-	3						2			1						2	1
KILGOUR	(K-6)	5	2	-0-	3	-0-	-0-	10	1	-0-	-0-	2	1	5	1			1	-0-	-0-	3	2	3	1
LINWOOD	(K-6)	4	-0-	-0-	-0-	1	-0-	5			1	-0-	1	1	2					1	1	1		2
MCKINLEY	(K-6)	-0-	3	-0-	-0-	-0-	-0-	3						1	-0-	2						1		2
MILLVALE	(K-3)	12	2	-0-	2	-0-	-0-	16	-0-	3	11	2							6	10				
MT.WASHINGTON	(K-6)	9	2	-0-	3	1	-0-	15				1	2	4	6	1	1				1	4	8	2
PARHAM	(K-6)	9	5	-0-	4	-0-	-0-	18	-0-	-0-	1	6	3	3	-0-	2	3	1		6	3	1	3	4
ROCKDALE	(K-6)	NONE																						
ROOSEVELT	(K-6)	31	11	-0-	17	5	0	64	1				10	20	18	15	1	1				21	23	10
SCHIEL	(K-3)	1	-0-	-0-	-0-	-0-	-0-	1							1									
SILVERTON	(K-6)	7	-0-	-0-	1	-0-	-0-	8				1	2	3	-0-	1	1			1	1		2	4
S.AVONDALE	(K-6)	21	4	-0-	14	-0-	-0-	39	-0-	3	0	1	8	15	10	3	0		3	-0-	6	15	10	6
TAFT	(K-6)	7	-0-	-0-	2	-0-	-0-	9				4	1	2	1	1	0	-0-	-0-	4	1	2	-0-	2
VINE	(K-6)	6	2	-0-	-0-	2	-0-	10	-0-	1	2	1	-0-	1	4	1	-0-	-0-	2	1	1	1	2	3
WINDSOR	(K-6)	199	2	-0-	92	2	-0-	295	3	15	14	34	61	74	56	31	7	3	23	38	19	100	75	37
WOODFORD	(K-3)	NONE																						
TOTAL		555	113	-0-	215	24	-0-	907	9	25	75	117	140	216	190	114	21	10	55	153	66	254	213	156
TOTAL EMEMENTARY		1611	438	4	520	72	1	2646	26	58	119	276	399	608	620	421	19	38	98	251	286	700	664	609

SUMMARY OF SUSPENSIONS YEARLY TOTALS 1989-1990

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
ANDERSON PLACE	2	10	-0-	109					7	-0-	1			24	1								1	5			
ACAD. WLD. LANG. @ SAWYER (K-5)		1																									
BOND HILL	1	6		15					1	-0-	2	-0-	-0-	16									1				
BRAMBLE	-0-	7	-0-	23							2												1	2			1
BURTON	1	10	-0-	18					1					1						1							
CAPE (K-5)		3	-0-	8										4	-0-	-0-	3	-0-	-0-	1	-0-	-0-	1	1	-0-	1	-0-
CARSON		1	-0-	3					1					3													
CARTHAGE (K-5)		2		9										3													
CENTRAL FAIRMOUNT	-0-	39	-0-	14										3	1												
CHASE (3-6)	2	33	-0-	136	1				2	-0-	7	1	-0-	76						1			6	10	1	3	
CHEVIOT	1	3	-0-	1					1															1			
CLIFTON	1	34	-0-	8	-0-	-0-	-0-	-0-	2	-0-	2	-0-	-0-	3				1					1	5			
COLLEGE HILL	NONE																										
COVEDALE	2	18	-0-	19							3	-0-	-0-	8												2	
DOUGLASS	-0-	15	-0-	1					1		1			3				1						1			
EASTERN HILLS (K-6)	2	45	-0-	42							5	2	-0-	17	3								3	1			
FAIRVIEW	3	16	-0-	11							5	-0-	-0-	19									3	3			
HARTWELL	1	4	-0-	5							3			1									2				
PAGE TOTALS	16	247	-0-	422	1	-0-	-0-	-0-	16	-0-	31	3	-0-	101	5	-0-	3	2	-0-	3	-0-	-0-	19	29	1	6	1

SUMMARY OF EXPULSIONS YEARLY TOTALS 1989-1990

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
HAYS		3		13							2			6									1				
HEBERLE	1	22		37							3			19	2		1							4			
HEINOLD (K-6)	3	5		41					3		4	1		49										2			
HOFFMAN				3										9													
HYDE PARK	1	1														1											
KILGOUR		6		3																			1				
KIRBY ROAD (K-2)	NONE																										
LINWOOD				2										3													
LOSANTIVILLE		4		2										2													
McKINLEY		1		2																							
MIDWAY		10		14					2					1													
MILLVALE (K-3)				4										12													
MT. AIRY		1		4					1					8						1			2	1			
MT. WASHINGTON		1		4							1			9													
NORTH AVONDALE	NONE																										
NORTH FAIRMOUNT		30		12					3		1			12	2								2	1			1
OYLER	3	32		33					3	1				15									7	11		4	
PARHAM	1	3		9										3										2			
PAGE TOTALS	9	119		183					12	1	11	1		148	4	1	1			1			13	21		4	1

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SUMMARY OF SUSPENSIONS YEARLY TOTALS 1989-1990

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
PLEASANT HILL	-0-	64	-0-	39					1															2			
PLEASANT RIDGE	3	6	-0-	39					1	-0-	1			42	2					1			1	1		4	2
QUEBEC HEIGHTS	1	2	-0-	4										1										1			
ROBERTS	-0-	33	-0-	45					6		1			32	1					1	-0-	-0-	3	2	-0-	1	
ROCKDALE	NONE																										
ROLL HILL	-0-	2	-0-	14										2													
ROOSEVELT	1	25	-0-	20					1		1			14									2				
ROSELAWN/CONDON(4-6)	-0-	7	-0-	12					4		1			6													
ROTHENBERG	2	22	-0-	26					2	-0-	1	-0-	-0-	16										10	-0-	3	
SANDS MONTESSORI																										1	
SAYLER PARK	-0-	9	-0-	7										1				1						1			
SCHIEL PRIM. (K-3) ARTS ENRICH.		1																									
SCPA (4-6)	-0-	2	-0-	1										5										1			
SILVERTON	1	3	-0-	2																							
SOUTH AVONDALE	-0-	15	-0-	7					5	-0-	1			2									1	2		8	-0-
SWIFTON PRIMARY(K-5)	-0-	2	-0-	1					1														1	1	-0-	-0-	-0-
TAFT	-0-	4	-0-	3																			1	1	-0-	-0-	-0-
VINE				3										5									1	1			
PAGE TOTALS 629	8	197	-0-	220					21		6			126	3			1		2			10	23		17	2

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SUMMARY OF SUSPENSIONS YEARLY TOTALS 1989-1990

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
WASHBURN	1																										
WASHINGTON PARK	1	16	-0-	24							1			24		1							2	3	-0-	-0-	-0-
WESTWOOD	-0-	4	-0-	2							1	-0-	-0-	18	1												
WHITTIER	-0-	6	-0-	9							2	1	-0-	22	-0-	1							2	5			
WINDSOR	1	215	-0-	50					3		8	1		6	2								2	7	-0-	-0-	-0-
WINTON PL.PRIM(K-3)	1	6	-0-	26										12									2	-0-	-0-	3	-0-
WOODFORD PRIM (K-3)	NONE																										
Total - this page	4	247		114					3		12	2	-0-	87	3	2							9	16	-0-	3	-0-
" Page 7	16	247	-0-	422	1	-0-	-0-	-0-	16	-0-	31	3	-0-	181	5	-0-	3	2	-0-	3	-0-	-0-	19	29	1	6	1
" Page 8	9	119	-0-	183	-0-	-0-	-0-	-0-	12	1	11	1	-0-	148	4	1	1	-0-	-0-	1	-0-	-0-	13	21	-0-	4	1
" Page 9	8	197	-0-	220	-0-	-0-	-0-	-0-	21	-0-	6	-0-	-0-	126	3	-0-	-0-	1	-0-	2	-0-	-0-	10	23	-0-	17	2
GRAND TOTAL	37	810	-0-	939	1	-0-	-0-	-0-	52	1	60	6	-0-	542	15	3	4	3	-0-	6	-0-	-0-	51	89	1	30	4

SCHOOL

SUMMARY OF EXPULSIONS

YEARLY TOTALS 1989-1990

SENIOR AREA I	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL		11	12	13	14	15	16	17	18+		6	7	8	9	10	11	12
SCPA (7-12)	3	-0-	-0-	1	1	-0-	5				1	1	1		2				1	1		1	2	
TAFT (9-12)	5	-0-	-0-	1	-0-	-0-	6					1	2	1	1	1					4		1	1
WESTERN HILLS	9	3	1	4	1	-0-	18						2	5	8	3					9	6	2	1
TOTAL	17	3	1	6	2		29				1	2	5	6	11	4			1	1	13	7	5	2
AREA II																								
AIKEN (9-12)	24	4	-0-	3	1	-0-	32					1	2	13	10	6					18	9	4	1
CAPE (6-12)	16	3	-0-	2	7	-0-	28		2	3	4	6	3	5	3	2		4	6	5	8	2	2	1
CLARK ACAD.	4	-0-	-0-	4	-0-	-0-	8						1	3	3	1				5	2	-0-	1	
GUILFORD		1					1					1								1				
WOODWARD(9-12)	8	1	-0-	2	-0-	-0-	11				1		1	3	3	3			1	-0-	3	2	2	3
TOTAL	52	9	-0-	11	8	-0-	80		2	3	5	8	7	24	19	12		4	7	11	31	13	9	5
AREA III																								
HUGHES(7-12)	NONE																							
WALNUT HILLS	2	5	1	8	4	-0-	20			8	3	2	-0-	4	2	1			9	4	4	2	-0-	1
WITHROW(9-12)	22	2	-0-	4	-0-	-0-	28					1	2	14	7	4					8	12	5	3
TOTAL	24	7	1	12	4	-0-	48			8	3	3	2	18	9	5			9	4	12	14	5	4
TOTAL SR.HI	93	19	2	29	14	-0-	157		2	11	9	13	14	48	39	21		4	17	16	56	34	19	11
JR.HI/MIDDLE AREA I																								
BLOOM (7-8)	10	-0-	-0-	1	-0-	-0-	11				1	6	3	1							4	6	1	
DATER (7-8)	8	3	-0-	4	1	-0-	16				5	6	3	2						3	9	4		
GAMBLE(6-8)	5	2	-0-	7	5	1	20			2	6	8	3	1					4	14	2			
HEINOLD(7-8)	1						1					1							1					
PORTER(7-8)	6	2	-0-	3	-0-	-0-	11				2	4	4	-0-	1			1	4	6				
ROBERTS(7-8)	1	2	-0-	-0-	-0-	-0-	3					2	1					1	2					
TOTAL	31	9	-0-	15	6	1	63			2	14	27	14	4	1			2	11	23	15	10	1	

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SCHOOL

SUMMARY OF EXPULSIONS **YEARLY TOTALS 1989-1990**

JR. HI/MIDDLE AREA II	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL		11	12	13	14	15	16	17	18+		6	7	8	9	10	11	12
CREST HILLS (7-8)	3	-0-	-0-	1	-0-	-0-	4		-0-	1	-0-	1	2						1	3				
SCHWAB (7-8)	8	1	-0-	6	3	-0-	18				3	10	4	1					4	11	3			
R/CONDON (7-8)	N O N E																							
TOTAL	11	1	-0-	7	3	-0-	22		-0-	1	3	11	6	1					5	14	3			
AREA III																								
C.B.A. (6-8)	N O N E																							
EASTERN HILLS (7-8)	1	2	-0-	1	-0-	-0-	4		-0-	1	-0-	3							2	2				
MERRY (7-8)	6	-0-	-0-	4	-0-	-0-	10		-0-	1	4	3	1	1					4	6				
PEOPLES (7-8)	10	1	-0-	5	-0-	-0-	16				4	8	3	1					5	11				
SHRODER PAD (7-9)	-0-	-0-	-0-	1	-0-	-0-	1							1							1			
TOTAL	17	3	-0-	11	-0-	-0-	31			2	8	14	4	3					11	19	1			
TOTAL JR. HIGH	59	13	-0-	33	9	1	115			5	25	52	24	8	1			2	27	56	19	10	1	
GRAND TOTAL SECONDARY	152	32	2	62	23	1	272		2	16	34	65	38	56	40	21		6	44	72	75	44	20	11

SUMMARY OF EXPULSIONS YEARLY TOTALS 1989-1990

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
SENIOR																											
AIKEN (9-12)	2	5			8									2		2											
CAPE (7-12)																							2	10		1	
CLARK ACAD.(9-12)										1						4				2			8	12		1	
HUGHES (9-12)	NONE															6					1		1				
SCPA (7-12)									1					1		2											
TAFT (9-12)												3				3								1			
WALNUT HILLS (7-12)	1																										
WESTERN HILLS (9-12)	1	2														8							1	9			1
WITHROW (9-12)		5									1			2		2				1			2	6		2	
WOODWARD (7-12)	1															5							5	12			
																9								1			
TOTAL	5	12			8				1	1	1	3		5		41				3	1		19	51		4	1
JR.-MIDDLE																											
BLOOM (7-8)	3				1									2		2							1	1		1	
C.B.A. (6-8)	NONE																										
CREST HILLS (7-8)																											
DATER (7-9)	3	4																			1		/				
E. HILLS (7-8)		1														3				1							3
GAMBLE (-8)	3	1												1									1	1			
HEINOLD (7-8)														1		3							3	9			
MERRY (7-8)		1												1													
PEOPLES (7-8)		3														1							3	5			
PORTER (7-8)		2														3							1	8			1
ROBERTS (7-)														2						1			2	2			2
ROSELAWN(7-8)	NONE													1									1	1			
SCHWAB (7-8)	4																										
SHRODER-PAIDEIA(7-9)		1												1		5								8			
TOTAL	10	16			1									9		17				2	1		15	37		1	6
GUILFORD																								1			
GRAND TOTAL	15	28			9				1	1	1	3		14		58				5	2		34	89		5	7

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SUMMARY OF EXPULSIONS YEARLY TOTALS 1989-1990

SCHOOL	SEX AND RACE							AGE									GRADE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL	5	6	7	8	9	10	11	12	13+	Kdg.	1	2	3	4	5	6
AREA I HEBERLE	4	4					8					2	2		1	3					4		4
NORTH FAIRMOUNT	2			1			3						1		1	1					1	1	1
OYLER	2						2				1	1						1	1				
ROBERTS	2	1					3						1	2							1	1	1
ROTHENBERG	1						1							1									1
SAYLER PARK		1					1								1								1
WASHINGTON PARK	1						1							1									1
WHITTIER		1					1								1							1	
TOTAL	12	7		1			20				1	3	4	4	4	4		1	1		6	3	9
AREA II CHASE	11			1			12					3	5	2	2					1	7	3	1
MT. AIRY	1						1							1									1
PLEASANT RIDGE		3					3				1		1		1					1		2	
TOTAL	12	3		1			16				1	3	6	3	3					2	7	5	2
AREA III																							
EASTERN HILLS	1			1			2							2								1	1
HYDE PARK				1			1						1									1	
PARHAM				1			1								1								1
ROOSEVELT	1			1			2							1		1							2
SOUTH AVONDALE				1			1								1								1
TOTAL	2			5			7						1	3	2	1						2	5
GRAND TOTAL	26	10		7			43				2	6	11	10	9	5		1	1	2	13	10	16

SUMMARY OF EXPULSIONS YEARLY TOTALS 1989-1990

SCHOOL	Dangerous Weapons	Disorderly Conduct	False I.D.	Fighting	Forgery	Fraud	Gambling	Improper Driving	Profanity/ Obscenity	Smoking	Theft	Trespassing	Under The Influence	Unruly Conduct	Vandalism	Alcohol/Drugs	Breaking & Entering	Explosives	Extortion	False Fire Alarm Bomb Threat	Firearms	Indictment	Physical Assault (School Empl)	Physical Assault (Student)	Robbery	Sex Offense	Starting A Fire
AREA I																											
HEBERLE		1		1										2	2		1							1			
NORTH FAIRMOUNT		1												1									1				
OYLER		1																								1	
ROBERTS														2										1			
ROTHENBERG	1																										
SAYLER PARK														1													
WASHINGTON PARK																1											
WHITTIER														1													
AREA II																											
CHASE		2		4																1			3		1	1	
MT. AIRY																							1				
PLEASANT RIDGE														1													2
AREA III																											
EASTERN HILLS		1		1																							
HYDE PARK																1											
PARHAM																								1			
ROOSEVELT		1																					1				
SOUTH AVONDALE		1																									
GRAND TOTAL	1	8		6										8	2	2	1			1			6	3	1	2	2

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YEARLY TOTALS 1989-1990

SUMMARY - SUSPENSIONS AND EXPULSIONS

SUSPENSIONS

	TOTAL	RACE/SEX			RACE/SEX		
		MB	MW	MO	FB	FW	FO
Secondary	6945	3474	1310	13	1640	499	9
Elementary	2646	1611	438	4	520	72	1
Total	9591	5085	1748	17	2160	571	10

EXPULSIONS

	TOTAL	RACE/SEX			RACE/SEX		
		MB	MW	MO	FB	FW	FO
Secondary	272	152	32	2	62	23	1
Elementary	43	25	11	0	7	0	0
Total	315	177	43	2	69	23	1

SENIOR, JUNIOR
& MIDDLE

COMPARATIVE DATA

YEARLY TOTALS 1989-1990

SCHOOL	SUSPENSIONS				EXPULSIONS		
SENIOR	1988-1989	1989-1990	DIFFERENCE		1988-1989	1989-1990	DIFFERENCE
AIKEN	367	545	+178		30	32	+2
CAPE (7-12)	582	463	-119		20	28	+8
CLARK ACAD(9-12)	5	15	+10		1	8	+7
HUGHES	472	111	-361		40	-0-	-40
SCPA	46	27	-19		1	5	+4
TAFT	287	345	+58		6	6	-0-
WALNUT HILLS	79	143	+64		10	20	+10
WESTERN HILLS	848	697	-151		40	18	-22
WITHROW	686	860	+174		31	28	-3
WOODWARD	354	421	+67		12	11	-1
GUILFORD	2	1	-1		-0-	1	+1
TOTALS	3728	3628	-100		191	157	-34
JR.-MIDDLE							
BLOOM (7-8)	170	111	-59		3	11	+8
CREST HILLS (7-8)	90	62	-28		12	4	-8
DATER (7-9)	531	577	+46		15	16	+1
E.HILLS (7-8)	81	108	+27		2	4	+2
GAMBLE (7-8)	291	474	+183		8	20	+12
HEINOLD (7-8)	76	25	-51		-0-	1	+1
MERRY (7-8)	395	441	+46		11	10	-1
PEOPLES (7-8)	411	259	-152		11	16	+5
PORTER (7-8)	200	291	+91		7	11	+4
ROBERTS (7-8)	133	69	-64		4	3	-1
ROSELAWN (7-8)	33	25	-8		2	-0-	-2
SAWYER-CBA (6-8)	16	45	+29		2	-0-	-2
SCHWAB (7-8)	588	421	-167		16	18	+2
SHRODER (7-9)	208	409	+201		2	1	-1
TOTALS	3223	3317	+94		95	115	+20

ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1989-1990

SCHOOL	SUSPENSIONS 1988-1989	SUSPENSIONS 1989-1990	SUSPENSIONS DIFFERENCE	EXPULSIONS 1988-1989	EXPULSIONS 1989-1990	EXPULSIONS DIFFERENCE
K- 5 ACAD WLD LANG(SAWYER)	-0-	-0-	-0-			
ANDERSON PLACE	65	160	+95			
BOND HILL	12	42	+30			
BRAMBLE	59	36	-23			
BURTON	23	32	+9			
CAPE (K-5)	64	22	-42			
CARSON	31	8	-23	1	-0-	-1
CARTHAGE	7	14	+7			
CENTRAL FAIRMOUNT	106	57	-49	3	-0-	-3
CHASE	203	279	+76	13	12	-1
CHEVIOT	5	7	+2			
~~CINTI BIL. ACAD.~~						
CLIFTON	51	57	+6			
COLLEGE HILL	2	-0-	-2			
COVEDALE	58	52	-6			
DOUGLASS	-0-	23	+23			
EASTERN HILLS	76	120	+44	-0-	2	+2
FAIRVIEW	36	60	+24			
HARTWELL	12	16	+4			
HAYS	73	25	-48			
HEBERLE	22	89	-67	-0-	8	+8
HEINOLD (K-6)	119	108	-11			
HOFFMAN	11	12	+1			
HYDE PARK	1	3	+2	-0-	1	+1
KILGOUR	28	10	+18			
KIRBY ROAD	-0-	-0-	-0-			
PAGE TOTAL	1064	1232	+168	17	23	+6

ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1989-1990

SCHOOL	SUSPENSIONS 1988-1989			EXPULSIONS 1988-1989		
	1988-1989	1989-1990	DIFFERENCE	1988-1989	1989-1990	DIFFERENCE
LINWOOD	23	5	-18			
LOSANTIVILLE	9	8	-1			
McKINLEY	2	3	+1			
MIDWAY	40	27	-13			
MILLVALE	48	16	-32			
MT. AIRY	9	18	+9	-0-	1	+1
MT. WASHINGTON	21	13	-8			
NORTH AVONDALE	7	-0-	-7			
NORTH FAIRMOUNT	233	64	-169	-0-	3	+3
OYLER	122	103	-19	2	2	-0-
PARHAM	8	18	+10	-0-	1	+1
PLEASANT HILL	110	106	-4	4	-0-	-4
PLEASANT RIDGE	112	103	-9	2	3	+1
PRIM.ARTS ENRICH @ Schiel	-0-	1	+1			
QUEBEC HEIGHTS	9	9	-0-			
ROBERTS (K-6)	279	125	-154	-0-	3	+3
ROCKDALE	52	-0-	-52			
ROLL HILL	24	18	-6			
ROOSEVELT	29	64	+35	-0-	2	+2
ROSELAWN/CONDON	31	30	-1			
ROTHENBERG	50	82	+32	-0-	1	+1
SANDS MONTESSORI	8	1	-7	1	-0-	-1
SAYLER PARK	12	19	+7	-0-	1	+1
SCPA (4-6)	20	9	-11	1	-0-	-1
SILVERTON	13	8	-5			
SOUTH AVONDALE	-0-	39	+39	-0-	1	+1
TOTALS	1310	897	-413	10	18	+8

ELEMENTARY

COMPARATIVE DATA

YEARLY TOTALS 1989-1990

	SUSPENSIONS				EXPULSIONS		
SCHOOL	1988-1989	1989-1990	DIFFERENCE		1988-1989	1989-1990	DIFFERENCE
SWIFTON PRIMARY	4	6	+2				
TAFT	-0-	9	+9				
VINE	14	10	-4				
WASHBURN	6	1	-5				
WASHINGTON PARK	187	72	-115		1	1	-0-
WESTWOOD	26	26	-0-		-0-	1	+1
WHITTIER	24	48	+24		1	-0-	-1
WINDSOR	2	295	+293				
WINTON PLACE PRIM.	70	50	-20				
WOODFORD PRIM.	2	-0-	-2				
TOTAL (this page)	335	517	+182		2	2	-0-
Brt.Fwd.(Pg.18)	1064	1232	+168		17	23	+6
Brt.Fwd.(Pg.19)	1310	897	-413		10	18	+8
GRAND TOTAL	2709	2646	-63		31	45	+14

CINCINNATI PUBLIC SCHOOLS
PLANNING, RESEARCH AND EVALUATION
230 EAST NINTH STREET
CINCINNATI, OHIO 45202

MEMORANDUM

TO: Mr. Frank B. Fields, Director, Alternative/Settlement Office

FROM: Dr. Jack L. Lewis, Associate Director

DATE: January 12, 1990

RE: Information on In-School Isolation

This is written in response to your recent request regarding additional information needs of Bronson Plaintiff attorneys. In this document, I have attempted to explain why a small number of our school buildings have a fairly high within-building Taeuber Index value even though they have reasonably good racial balance figures. Reasons for these higher index values were presented orally at the April 7, 1989, meeting with Bronson attorneys, but I am happy to provide these reasons in writing along with some documentation that I did not have available at that meeting. I have also provided herein a rationale for utilizing the Taeuber Index as a measure of within-building racial isolation, and I have attached the specific information on classrooms as requested by the attorneys.

Explanation of Relatively High Building Taeuber Index Values

The overriding reason for these relatively high values in three of the four schools identified by the attorneys is the presence of an alternative program that is fairly well-balanced racially in a combination building (housing both an alternative program and a neighborhood school component) that is not as well balanced. This situation is somewhat unusual since most alternative programs housed in combination buildings match pretty well with the racial balance of the neighborhood school population. When these two groups in a building do differ widely in racial balance, though, classroom racial balance figures reflect these differences and a high within-building Taeuber Index results. More specific information follows below for the schools named in the recent request for information.

Swifton. In January of 1989, 78.6% of Swifton students were black. The computed within-building Taeuber Index was 73.8 which was high compared to other schools with a similar percentage of black students. A follow-up analysis indicated that Swifton housed an alternative program (Spanish Bilingual) with 137 students enrolled (45.3% black) and a neighborhood school component with 223 students (99.1% black). The nature of the alternative program (the emphasis on the Spanish language) requires that alternative program students meet in classes separate from neighborhood school students for most of the school day.

This difference in racial makeup between the two student groups resulted in alternative program classes which were fairly well balanced compared to a 50-50 distribution, but these classes were imbalanced compared to the school racial balance of 78.6% black. The neighborhood school program classes were imbalanced since 99.1% of the students were black. Since neither group of classes reflected a racial makeup similar to the overall racial balance for the school, the Taeuber Index for the building was fairly high (73.8) since it is a measure of how well each classroom of students reflects the total racial balance of the school.

Carson. The relatively high Taeuber Index of 53.4 for Carson resulted from a situation very similar in nature to that reported above for Swifton. A total of 25.7% of Carson students were black, and all Carson students at grades K-2 were in the Montessori alternative program while students at grades 3-6 were in the neighborhood school program.

A total of 166 students (39.0% black) were enrolled in the Montessori program while 211 students (15.6% black) were in the neighborhood program. Due to program and grade level differences, students had to be separated in classes by program. Thus, once again neither group of classes reflected the overall racial makeup of the school, and a relatively high index value resulted.

Roosevelt. Roosevelt School had a computed within-building Taeuber Index of 38.8, and 51.8% of its students were black. This school, which offers a neighborhood school program only, is made up of two different sets of students even though the overall racial balance is very good. Students in grades K-3 came from the immediate neighborhood, and 48 (30.4%) of the 158 students in these grade levels were black. At grades 4-6, however, the school draws students from the immediate neighborhood and from Millvale Primary which houses grades K-3 only and has a predominantly black population of students (95.0% in 1988-89). A total of 151 (66.8%) of the 226 Roosevelt students in grades 4-6 were black. Thus, it was not possible for classes at either the K-3 level or the grades 4-6 level to reflect the school racial balance figure of 51.8% Black, and a somewhat high Taeuber Index of 38.8 resulted.

Woodward. Woodward High School housed 1,593 students, and 86.8% of these students were black. The school offers a neighborhood school program for students in grades 9-12, and an alternative program (Cincinnati Academy of Mathematics and Science) for students in grades 7-12. A total of 1,036 (91.9%) of the 1,127 students in the neighborhood school program were black while 347 (74.5%) of the 466 alternative program students were black. Three factors accounted primarily for the relatively high index values ranging from 42 to 52 computed for the six bell periods at the school - (1) the difference in racial balance figures between the alternative and neighborhood student populations, (2) the fact that only alternative classes existed at grades 7 and 8, and (3) the high percentage of black students at the school which indicates that the actual number of white students available for balancing classes was small.

Measure of Racial Isolation Within Buildings

Section 7 (page 13) of the 1984 Bronson Settlement stated that the school system would review the effectiveness of policies and procedures intended to assure the unbiased placement of students within buildings. No specific measurement procedures or targets were specified in this section as had been done earlier in the agreement on the issue of racial balance between buildings.

In an effort to comply with this section of the agreement, data on the racial balance in each classroom in the school system were obtained from computerized files. The Taeuber Index as applied to classroom racial balance figures in each school building was selected as the statistical measure of the degree to which classrooms were balanced racially. Primary reasons for selecting this measure are as follows.

a. The index provides a single summary statistic to indicate the degree to which classrooms within a school match the overall racial balance of the school.

Comments. When designing the analysis plan, we decided that a summary measure like this would be more useful than other possible measures which would be difficult to interpret and judge. Further it was decided that the analysis should focus on conditions within the school rather than external conditions such as systemwide racial balance. Principals in neighborhood schools have no control over the racial balance of the student population in their school, and we felt that they would be in compliance with the existing policies and procedures if they balanced classrooms as best they could to reflect the overall racial balance of the school.

b. The index is a familiar statistic to observers and participants in the Bronson Settlement, and it is easily interpreted.

Comments. The index as applied to building racial balance statistics across the system indicates the extent to which buildings reflect the racial balance of the school system. The value of the index indicates the percentage of students of a particular race (either black or white) that must move to a school of a different racial majority to reduce the index to zero. The interpretation of this index as applied to classrooms within a building is identical - namely, the percentage of students of a particular race that must move from their classroom to another classroom within that building of a different racial majority. With the exception of a school whose students are all of one race, this interpretation holds across the full range of possible racial balance figures. Thus, the interpretation of the index is the same whether the school is 25% or 75% black.

The question of what level of the index constitutes an adequate amount of racial integration within a building has not been addressed formally. These computed index values as presented in the April 1989 report entitled "An Analysis of Student Placement Within Buildings" were compared to the index goals stated in the Bronson Settlement for discussion purposes. The fact that the vast majority of the within-building index values were lower than the index goals for racial balance across school buildings was considered to be a very positive finding.

JLL/fei

Table 1. Summary of Racial Balance in Elementary School Classrooms, Cincinnati Public Schools, January 1989.

School	Number of Classrooms	Number of Classrooms Deviating From the School by ± 10% in Percent of Black Students
Anderson Place	33	11
CBA/Sawyer	33	16
Bond Hill	21	1
Bramble	18	8
Burton	25	2
CAPE Primary	23	8
Carson	17	14
Carthage	18	5
Central Fairmount	27	19
Chase	34	19
Cheviot	18	5
Clifton	26	10
College Hill	23	8
Covedale	29	14
Douglass	30	14
Eastern Hills	32	15
Fairview	25	5
Hartwell	28	17
Hays	27	7
Heberle	35	14
Heinold	34	13
Hoffman	18	0
Hyde Park	17	4
Kilgour	19	4
Kirby Road	28	13
Linwood	12	2
Losantiville	21	9
McKinley	16	4
Midway	26	17
Millvale	20	3
Mt. Airy	28	13
Mt. Washington	26	9
North Avondale	26	11
North Fairmount	20	10
Oyler	34	8
Parham	28	10
Pleasant Hill	29	14
Pleasant Ridge	29	8
Quebec Heights	26	1
Roberts	34	6
Rockdale	32	5
Roll Hill	21	11
Roosevelt	17	16
Roselawn/Condon	38	24
Rothenberg	29	5
Sands	29	8
Sayler Park	23	0
Schiel	16	3
Silverton	22	10
South Avondale	22	2
Swifton	17	17
Taft	25	3
Vine	21	6
Washburn	27	1
Washington Park	31	12
Westwood	30	9
Whittier	26	3
Windsor	19	0
Winton Place	26	8
Woodford	15	2

Table 2. **Summary of Racial Balance in Secondary School Classrooms, Cincinnati Public Schools, January 1989.**

School	School Period	Number of Classrooms	Number of Classrooms Deviating From the School by ± 10% in Percent of Black Students
JUNIOR HIGH/MIDDLE SCHOOLS			
Bloom	1	33	19
	2	30	15
	3	31	20
	4	32	14
	5	28	13
	6	31	15
	7	28	13
Crest Hills	1	29	7
	2	29	6
	3	28	7
	4	29	6
	5		LUNCH
	6	24	4
	7	26	5
	8	25	5
Dater	1	46	28
	2	50	31
	3	46	18
	4	45	24
	5	45	27
	6	45	29
	7	42	22
Gamble	1	30	18
	2	29	19
	3	30	15
	4	30	19
	5	27	10
	6	30	15
	7	25	12
Merry	1	37	7
	2	33	5
	3	33	7
	4	33	7
	5	32	6
	6	34	7
	7	27	5
Peoples	1	42	14
	2	49	23
	3	42	15
	4	44	14
	5	44	17
	6	41	14
	7	41	16
Porter	1	26	12
	2	29	17
	3	28	17
	4	27	13
	5	21	12
	6	12	6
	7	27	16
	8	28	15
Schwab	1	39	26
	2	38	25
	3	39	16
	4	44	25
	5	35	15
	6	36	16
	7	32	13

Table 2. Summary of Racial Balance in Secondary School Classrooms, Cincinnati Public Schools, January 1989. (Cont'd.)

School	School Period	Number of Classrooms	Number of Classrooms Deviating From the School by ± 10% in Percent of Black Students
JUNIOR HIGH/MIDDLE SCHOOLS			
Shroder	1	21	12
	2	14	8
	3	21	12
	4	14	8
	5	19	10
	6	14	7
	7	22	12
	8	20	11
SENIOR HIGH SCHOOLS			
Aiken	1	99	56
	2	67	28
	3	51	15
	4	30	15
	5	37	14
	6	58	25
	7	54	22
CAPE	1	53	25
	2	58	24
	3	47	19
	4	50	19
	5	54	22
	6	57	26
	7	51	20
	8	53	23
Clark Academy	1	10	4
	2	8	2
	3	11	4
	4	9	2
	5	9	2
	6	10	4
Hughes	1	71	28
	2	60	23
	3	63	28
	4	34	13
	5	28	17
	6	64	32
	7	56	28
	8	40	14
SCPA	1	75	43
	2	41	24
	3	73	44
	4	27	14
	5	29	13
	6	71	46
	7	35	23
	8	56	36
	9	33	23
R.A. Taft	1	61	26
	2	46	13
	3	42	15
	4	49	22
	5	49	17
	6	39	12
	7	36	11

Table 2. Summary of Racial Balance in Secondary School Classrooms, Cincinnati Public Schools, January 1989. (Cont'd.)

School	School Period	Number of Classrooms	Number of Classrooms Deviating From the School by ± 10% in Percent of Black Students
	SENIOR HIGH SCHOOLS		
Walnut Hills	1	63	25
	2	65	36
	3	70	34
	4	64	29
	5	72	35
	6	71	29
	7	53	21
Western Hills	1	115	63
	2	115	65
	3	96	49
	4	89	50
	5	114	70
	6	106	55
	7	72	33
Withrow	1	103	60
	2	104	53
	3	102	54
	4	84	47
	5		LUNCH
	6	110	62
	7	103	52
	8	66	33
Woodward	1	61	38
	2	52	30
	3	50	31
	4	53	30
	5	49	31
	6	46	29

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AN ANALYSIS OF STUDENT PLACEMENT WITHIN BUILDINGS

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AN ANALYSIS OF STUDENT PLACEMENT WITHIN BUILDINGS

Introduction

Section 7 (page 13) of the 1984 Bronson Settlement stated that the school system would review the effectiveness of policies and procedures intended to assure the unbiased placement of students within buildings. No specific measure or targets were specified in this section as had been done earlier in the agreement on the issue of racial balance between buildings. The study described and summarized in this paper represents an effort to quantify where possible the impact of present policies and procedures governing the placement of students in homerooms and classes within buildings.

Student Placement Within Buildings

The intent of policies and procedures concerning student placement within buildings is to assure that classes are integrated to the fullest extent possible. A desired outcome would be that each class or homeroom within a school reflect the overall racial balance of the school. In reality, the complexities of school organizations are such that perfect compliance with this goal is probably not possible with every grouping of students given the diversity of individual student differences and interests as well as variances in the racial makeup of each grade level. However, extreme deviations from this goal on a widespread basis would indicate a lack of proper attention to this important aspect of quality integrated education.

This section contains a description of the study's methodology and a summary of results. Results are presented separately for elementary and secondary schools.

Placement in Elementary Schools

The key organizational unit for grouping students in our elementary schools is the classroom unit. For most of the instructional time during a regular school day, students meet with the same set of classmates on a regular basis. Thus, a measure of the level of racial balance by class within a building provides a reasonably good measure of the extent to which instruction is being provided in integrated settings. The racial balance of the total school must also be considered by such a measure since it serves as a limiting factor on racial balance within classrooms.

For the purposes of this study, the Taeuber Index was selected as the measure of racial balance across classrooms in a building. This index provides a single summary statistic to indicate the extent to which classes are organized to match the racial balance of the total school. The index value can range from zero, which indicates a perfect match in each classroom with the building percentages by race, to 100 which indicates that all classes are segregated by race. This measure was selected for the following reasons:

a. It was selected previously as the official measure of school integration for the Bronson Settlement.

b. It does provide a single measure for a school and exists between known limits which are easily interpreted.

c. It is a familiar statistic to observers and participants in the Bronson Settlement.

One shortcoming of this measure, though, is its inappropriateness for use in buildings housing students totally of the same race. The index automatically assumes a value of 50 in this case, and it cannot be interpreted in the normal manner. It is also true that the index will likely be high in a school with just a small number of students of a particular race since there may not be enough of these students to assign even one to each classroom. But for most schools, the index is a good indication of the level of integration throughout the building.

Data for this study were obtained from computerized records of student placement in homerooms. As discussed previously, most elementary school students remain in these homeroom groupings for most of their instructional time each day. The race of each student was also obtained from computerized student records. The index value for each school was computed using the formula appended to the document containing the provisions of the 1984 Bronson Settlement Agreement. Its modified form for the purpose of this study is found in Appendix A of this report.

Results of this study in elementary schools are summarized in Table 1. When reviewing the data in Table 1, it should be noted that the Taeuber Index value indicates the percentage of students of a particular race (either black or white) which must be transferred to a classroom setting predominantly of the opposite race to achieve an index value of zero. For example, at Losantiville Elementary School, 24.9% of the total number of white students would need to be transferred to other appropriate homerooms in order to obtain an index value of zero at this school.

The Settlement Agreement established a goal of 36.5 on the Taeuber Index at the elementary school level, and individual schools having an index value in Table 1 of less than 36.5 are as well balanced racially within the building as the agreement requires across buildings.

It should also be noted at this point that the percentage of black pupils for each school reported in Table 1 is taken from the official count of students conducted by Administrative Research in October. Actual percentages change slightly throughout the school year as student populations change at each school. Therefore, index values also fluctuate throughout the school year. This explains why South Avondale with a reported percentage of black pupils at 100 for October 1989 did not have an index value of 50, as would be

Table 1. Taeuber Index Values for Elementary Schools Based on Homeroom Assignment of Students, Cincinnati Public Schools, May 1989 and May 1990.

SCHOOLS HAVING MORE BLACK STUDENTS THAN SYSTEM AVERAGE, OCTOBER 1989

SCHOOL	PERCENT BLACK OCTOBER 1988	TAEUBER INDEX MAY 1989	PERCENT BLACK OCTOBER 1989	TAEUBER INDEX MAY 1990
South Avondale	99.22%	96.6	100.00%	90.0
Hoffman	99.72	50.0	99.71	88.1
Rockdale	96.45	62.0	98.82	62.2
Windsor	98.60	69.6	98.58	70.5
Burton	98.80	71.7	98.22	75.5
Taft	98.22	63.9	98.19	63.8
Bond Hill	93.45	33.3	95.13	45.4
Winton Place	91.31	35.5	94.59	45.5
Millvale	94.97	63.3	92.67	61.7
Parham	88.98	37.7	90.82	29.3
Hays	91.09	60.9	89.77	40.2
Rothenberg	90.73	32.4	89.70	23.9
Vine	88.20	32.2	86.14	28.2
Silverton	80.59	26.9	84.48	28.3
Bramble	78.87	24.2	80.68	21.4
Swifton	78.61	73.5	80.35	66.5
North Fairmount	77.04	27.5	80.26	22.6
Douglass	76.60	26.6	77.92	25.7
Pleasant Hill	76.52	29.7	76.94	29.1
Washburn	99.63	19.5	71.05	30.3
Hyde Park	63.80	14.9	70.03	19.1
Heinold	69.18	25.9	69.90	25.2
Losantiville	68.94	21.6	69.38	24.9
CAPE Primary	61.91	14.0	68.68	23.5
Roselawn-Condon	64.96	27.0	68.45	33.2
Pleasant Ridge	69.12	19.5	67.91	21.2
Carthage	62.56	16.7	65.23	10.1
Heberle	61.56	20.4	63.66	14.4
Chase Intermediate	57.87	24.7	63.53	25.7
Anderson Place	61.35	23.5	62.87	18.5
College Hill	59.69	14.8	62.38	14.8

SCHOOLS HAVING FEWER BLACK STUDENTS THAN SYSTEM AVERAGE, OCTOBER 1989

SCHOOL	PERCENT BLACK OCTOBER 1988	TAEUBER INDEX MAY 1989	PERCENT BLACK OCTOBER 1989	TAEUBER INDEX MAY 1990
Sayler Park	7.29%	27.3	6.98%	29.2
McKinley	7.42	40.7	12.61	31.5
Westwood	20.00	26.2	18.63	22.1
Covedale	22.76	37.4	21.93	33.5
Mt. Washington	24.96	19.4	26.18	17.6
Carson	25.73	53.1	26.98	48.0
Midway	32.36	33.8	36.60	33.9
Roberts	42.47	12.5	40.83	13.0
Oyler	22.15	26.1	43.56	28.8
Quebec Heights	43.13	9.3	45.54	13.9
Hartwell	49.91	25.3	46.97	28.4
Cheviot	44.83	14.6	47.20	24.0
Kirby Road	47.49	19.0	47.26	16.0
Whittier	13.10	24.1	47.38	23.1
Sands Montessori	46.69	15.0	47.93	12.5
Fairview	49.52	11.2	47.94	11.1
Linwood	44.76	15.8	48.45	12.2
Kilgour	43.06	15.6	48.74	19.4
Central Fairmount	44.65	30.6	48.89	22.1
North Avondale	53.70	19.1	52.94	18.1
Woodford	51.08	13.1	53.55	9.3
Roosevelt	51.82	43.9	53.61	39.2
Mt. Airy	53.63	23.6	57.04	19.7
Roll Hill	54.38	20.0	57.92	15.4
Eastern Hills	55.24	20.3	58.24	20.6
Schiel	55.35	12.4	58.27	10.8
CBA/AWL Sawyer	57.52	26.6	58.55	31.7
Clifton	59.03	19.0	58.88	13.7
Washington Park	85.93	31.7	59.91	21.6

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expected. Its percentage of black students declined to below 100 when this study was conducted in the spring of 1990.

Based on the data in Table 1, 47 (78%) of the 60 elementary schools in our system had index values of less than 36.5. This is an increase of four schools from 1988-89. It can also be seen that eight of the remaining 13 schools with higher values (South Avondale-90.0, Hoffman-88.1, Rockdale-62.2, Windsor-70.5, Burton-75.5, Taft-63.8, Bond Hill-45.4 and Winton Place-45.5) had approximately 95% or more of their students from a single race, and a higher index value would not be unexpected in these schools. Of the five remaining schools, two (Roosevelt-39.2 and Hays-40.2) would have needed to transfer no more than a total of five students between homerooms to reach an index value of 36.5. The three other schools (Carson-48.0, Millvale-61.7 and Swifton-66.5) would have needed to transfer a larger number of students between homerooms to reach this level.

Reported in Table 2 are Taeuber Index values for the five remaining schools mentioned above whose racial balance would not preclude a lower index value. At each of these schools high index values were the result of special circumstances. Grades K-3 Montessori classes at Carson were well-balanced racially (42% black, 58% white), but grades 4-6 neighborhood classes contained mostly white students (94% white). Certain special education classes which existed at Hays and Millvale had a much larger percentage of white students (30% white and 47% white, respectively) than each school as a whole. Some students from Millvale Primary are assigned each year to Roosevelt for grades 4-6 and most of these students are black. Consequently, grades K-3 classes at Roosevelt were predominantly white (34% black, 66% white) while grades 4-6 classes were predominantly black (73% black, 27% white). The Spanish bilingual program classes at Swifton Elementary were well-balanced (50% black, 50% white). However, the neighborhood classes at Swifton were predominantly black (96% black). Despite these circumstances which increased the Taeuber Index value at these schools, each of the five schools showed a drop in its index value from the previous school year.

Table 2. Taeuber Index Values Based on Homeroom Assignment of Students for Carson, Hays, Millvale, Roosevelt and Swifton, May 1989 and May 1990.

	TAEUBER INDEX		
SCHOOL	MAY 1989	MAY 1990	CHANGE
Carson	53.1	48.0	-5.1
Hays	60.9	40.2	-20.7
Millvale	63.3	61.7	-1.8
Roosevelt	43.9	39.2	-4.7
Swifton	73.5	66.5	-7.0

An unweighted average of all Taeuber Index values was computed for all elementary schools. This average is reported in Table 3 and is compared to the previous school year's average. Not only is the 1989-90 average index value lower than the standard set for district-wide integration at the elementary level (36.5), but the average index value decreased slightly from the previous school year.

Table 3. Unweighted Average Taeuber Index for Elementary Schools Based on Racial Balance Across Homerooms Within Each School, May 1988 and May 1990.

LEVEL	MAY 1989	MAY 1990
Elementary	30.8 (N=60)	30.3 (N=60)

It appears from these data that for the 1989-90 school year racial balance within classes was considered as classrooms were filled and that in most cases schools formed classroom units of students that reflected the overall racial balance of the school. Finally, overall improvement in racial balance within classrooms occurred from the previous school year as well.

Placement in Secondary Schools

A similar strategy was used to assess the placement of students within secondary schools. It was noted, however, that one change in the procedure would be needed since most secondary students do not meet with the same group of students for instruction for more than one or two periods of the day. Thus, a Taeuber Index value was computed by school for each period of the school day based upon the racial balance of classrooms. Data on classroom units were extracted from computerized records at the central administrative offices, and the same computational formula used with elementary schools was applied to the data (see Appendix A). Results of this analysis are summarized in Table 4.

It can be seen from the data in Table 4 that little variation in Taeuber Index levels existed across periods within schools. It can also be seen that the index values remained low for the second year of this study in most schools indicating once again that classes were balanced racially in close proximity to the overall racial balance of the school.

For comparison purposes, it should be noted that the goal established by the Settlement Agreement calls for an index value of 36.0 for junior/middle schools and 34.0 for senior high schools as measured across all buildings. Using these values as a guide, it can be determined from Table 4 that seven (78%) of the nine junior/middle schools had index values below the level of 36.0. Crest Hills and Merry, for the second year of the study, had higher index values. Overall, for these nine junior/middle schools, 57 (88%) of the 65 index values computed by school period were less than 36.0. This is an increase of three from the 1988-89 school year.

Table 4. Taeuber Index Values for Secondary Schools by School Period Based on Classroom Assignment of Students, Cincinnati Public Schools, May 1990.

JUNIOR HIGH/MIDDLE SCHOOLS

		TAEUBER INDEX	
SCHOOL NAME	**SCHOOL PERIOD**	**MAY 1989**	**MAY 1990**
Bloom (7-8)	1	32.7	22.1
	2	33.8	25.7
	3	29.9	18.1
	4	21.8	20.1
	5	28.8	23.4
	6	30.2	26.9
	7	29.9	26.0
Crest Hills (7-8)	1	50.8	35.1
	2	44.0	35.6
	3	41.4	27.2
	4	49.6	39.5
	5	—[1]	—[1]
	6	33.2	32.9
	7	44.7	26.3
	8	43.3	46.6
Dater (7-9)	1	30.8	34.3
	2	30.4	29.4
	3	27.6	29.1
	4	28.6	28.3
	5	28.8	27.8
	6	27.5	27.8
	7	25.9	24.0
Gamble (7-8)	1	23.0	26.3
	2	29.4	19.5
	3	25.0	21.9
	4	24.4	22.5
	5	21.0	26.4
	6	24.5	22.8
	7	21.1	20.7
Merry (7-8)	1	38.7	39.4
	2	33.0	44.2
	3	32.8	37.8
	4	45.0	45.6
	5	47.0	41.9
	6	39.8	43.6
	7	33.4	33.4
Peoples (7-8)	1	23.0	28.3
	2	26.9	30.7
	3	23.3	25.0
	4	22.2	29.9
	5	21.1	24.1
	6	22.7	21.4
	7	24.4	24.8
Porter (7-8)	1	22.1	23.6
	2	26.2	19.9
	3	22.2	23.0
	4	24.2	26.5
	5	23.7	21.6
	6	17.7	27.5
	7	24.1	22.9
	8	22.3	25.0

JUNIOR HIGH/MIDDLE SCHOOLS (cont'd.)

SCHOOL NAME	SCHOOL PERIOD	TAEUBER INDEX	
		MAY 1989	MAY 1990
Schwab (7-8)	1	23.9	23.1
	2	25.5	19.2
	3	22.9	20.9
	4	26.3	20.4
	5	23.1	20.2
	6	23.0	18.7
	7	20.3	24.6
Shroder (7-8)	1	18.7	16.6
	2	15.6	16.8
	3	21.1	15.9
	4	19.1	16.7
	5	20.8	15.8
	6	21.2	14.6
	7	21.7	14.5
	8	21.3	15.3
SENIOR HIGH SCHOOLS			
Aiken (9-12)	1	29.8	30.5
	2	22.1	24.4
	3	24.4	25.0
	4	25.6	23.6
	5	23.4	34.0
	6	26.7	28.2
	7	24.5	28.1
CAPE (6-12)	1	21.5	25.2
	2	21.2	21.5
	3	20.3	21.9
	4	19.9	25.4
	5	20.8	23.6
	6	20.4	25.7
	7	20.2	24.1
	8	21.3	21.1
Clark Academy (9-12)	1	31.1	36.5
	2	31.5	31.1
	3	30.8	31.9
	4	32.7	27.6
	5	29.1	30.5
	6	34.2	25.4
Hughes Center (9-12)	1	31.4	17.2
	2	32.1	22.2
	3	35.6	17.6
	4	32.9	19.5
	5	42.3	16.5
	6	43.0	16.5
	7	38.7	14.2
	8	38.5	--[2]
SCPA (4-12)	1	26.7	29.6
	2	26.0	28.0
	3	28.2	25.8
	4	23.5	25.1
	5	24.1	32.7
	6	28.8	32.5
	7	27.8	26.8
	8	26.7	26.2
	9	32.1	25.1

SENIOR HIGH SCHOOLS (cont'd.)

SCHOOL NAME	SCHOOL PERIOD	TAEUBER INDEX	
		MAY 1989	MAY 1990
R.A. Taft (9-12)	1	40.2	39.6
	2	35.3	36.0
	3	36.9	32.3
	4	39.1	39.1
	5	38.5	41.8
	6	39.6	40.5
	7	41.0	—[2]
Walnut Hills (7-12)	1	23.3	22.2
	2	24.2	25.6
	3	26.6	25.9
	4	25.1	26.2
	5	22.9	23.1
	6	24.0	26.4
	7	21.3	26.0
Western Hills (9-12)	1	23.8	32.2
	2	24.3	31.4
	3	23.0	32.8
	4	24.3	29.7
	5	24.4	30.4
	6	24.4	29.1
	7	25.7	32.9
Withrow (9-12)	1	34.1	26.8
	2	33.6	35.8
	3	30.0	31.9
	4	33.8	31.2
	5	—[1]	—[1]
	6	31.4	33.4
	7	27.4	33.0
	8	35.5	27.4
Woodward (9-12)	1	49.6	54.2
	2	46.3	51.1
	3	51.6	49.4
	4	47.4	54.9
	5	51.7	50.6
	6	53.5	51.7

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[1] At Crest Hills and Withrow the fifth period was a lunch period for all students.

[2] The school day at Taft changed from a seven period day in 1988-89 to a six period day in 1989-90. At Hughes Center, the school day changed from an eight period day in 1988-89 to a seven period day in 1989-90.

For senior high schools, 57 (81%) of the 70 index values shown in Table 4 were lower than 34.0. This is an increase of two from the previous school year. For the most part, the school periods with higher index values occurred in only two of the ten high schools. In the previous school year, these were concentrated at three schools. The index values at Hughes Center decreased sharply in comparison with those of the neighborhood program at Hughes in 1988-89.

Reported in Table 5 is the unweighted average of each secondary school's Taeuber Index values for all school periods. This average index value provides an overall look at racial balance within classrooms for the school's entire program. Eight of the nine junior/middle schools had an average index value below the Settlement Agreement goal for district-wide integration at this level. Eight of the ten senior high schools had an average index value below the Settlement Agreement goal.

The higher index values for school periods at the two junior/middle schools (Crest Hills and Merry) and the two senior high schools (Taft and Woodward) are due to certain identified circumstances at each school. Both Crest Hills and Merry had 90% or more of their students from one race which contributed to their higher index values. But also of consequence were some of the special education classes at these schools which had much larger percentages of white students than each school as a whole, causing index values to rise above 36.0. Crest Hills, nonetheless, did have Taeuber Index values of below 36.0 during five of its seven scheduled periods. At Taft, students enrolled in a particular vocational education program were predominantly white. This accounted for higher index values for its school periods. The Cincinnati Academy of Math and Science housed at Woodward had a student enrollment which was 74.4% black. This was a better racial mix of students than that of the neighborhood program (95.3% black). Consequently, Woodward's index values for its school periods rose above 36.0.

Finally, an unweighted average of all school period Taeuber Index values was computed for both the junior/middle and senior high levels. These average Taeuber Index values are reported in Table 6. As was true for elementary schools, these average index values are much lower than the standard set for district-wide integration by the Settlement Agreement and each index value decreased from the previous school year.

It can be concluded that for the 1989-90 school year the majority of junior/middle school and senior high students were placed in classes which were integrated to a level consistent with the overall racial balance at the individual schools.

Table 5. Taeuber Index Values for Junior High/Middle and Senior High Schools Based on Racial Balance Across Class Periods for Each School Period, May 1989 and May 1990.

SCHOOLS HAVING MORE BLACK STUDENTS THAN SYSTEM AVERAGE, OCTOBER 1989					SCHOOLS HAVING FEWER BLACK STUDENTS THAN SYSTEM AVERAGE, OCTOBER 1989				
SCHOOL	PERCENT BLACK OCTOBER 1988	TAEUBER INDEX MAY 1989	PERCENT BLACK OCTOBER 1989	TAEUBER INDEX MAY 1990	SCHOOL	PERCENT BLACK OCTOBER 1988	TAEUBER INDEX MAY 1989	PERCENT BLACK OCTOBER 1989	TAEUBER INDEX MAY 1990
JUNIOR HIGH/ MIDDLE									
Merry	93.2%	38.5	93.4%	40.8	Dater	35.4%	28.5	36.7%	28.7
Crest Hills	91.7	43.9	89.8	34.7	Porter	53.4	22.8	54.7	23.8
Peoples	75.0	23.4	77.9	26.3	Gamble	60.8	24.1	58.6	22.9
Bloom	78.1	29.6	73.7	23.2	Shroder	55.3	19.9	58.9	15.8
Schwab	67.5	23.6	69.0	21.0					
SENIOR HIGH									
Woodward	86.8	50.0	88.6	52.0	Walnut Hills	30.8	23.9	32.4	25.1
Taft High	85.4	38.7	79.1	38.2	Western Hills	39.2	24.3	46.6	31.2
Withrow	77.1	32.3	78.4	31.4	SCPA	44.7	27.1	46.7	28.0
Aiken	71.0	25.2	75.7	27.7	CAPE	58.8	20.7	59.3	23.6
Clark	74.5	31.6	75.5	30.5					
Hughes	85.8	36.8	65.8	15.5					

Table 6. Unweighted Average Taeuber Index for Secondary Schools Based on Racial Balance Across Class Periods, May 1989 and May 1990.

LEVEL	MAY 1989	MAY 1990
Junior High/Middle	28.0 (N=65)	26.1 (N=65)
Senior	30.6 (N=72)	29.9 (N=70)

Conclusions

Based upon the data obtained through this study, the following conclusions have been drawn by the researchers:

a. The vast majority of Cincinnati Public School students spend their school day in classroom settings that are racially balanced to a level consistent with the overall racial balance of their school.

b. School system policies and procedures on the placement of students within buildings have been effective in guarding against the biased placement of students within buildings.

APPENDIX A

TAEUBER DISSIMILARITY INDEX FOR ELEMENTARY SCHOOLS

$$D = \frac{1}{2}(100)\sum\left|\frac{N_i}{N} - \frac{W_i}{W}\right|$$

where N_i = number of black pupils in the i^{th} homeroom;

$N = \sum N_i$ = total number of black pupils in the school

W_i = number of white pupils in the i^{th} homeroom;

$W = \sum W_i$ = total number of white pupils in the school

TAEUBER DISSIMILARITY INDEX FOR SECONDARY SCHOOL PERIODS

$$D = \frac{1}{2}(100)\sum\left|\frac{N_i}{N} - \frac{W_i}{W}\right|$$

where N_i = number of black pupils in the i^{th} classroom;

$N = \sum N_i$ = total number of black pupils in the school

W_i = number of white pupils in the i^{th} classroom;

$W = \sum W_i$ = total number of white pupils in the school

APPENDIX F

COMMUNITYWIDE TASK FORCE MEETING

September 11, 1989

Minutes

Members Present: Robert Brown, Duane Holm, Nelson Schwab, William Seitz, Marian Spencer, Louise Spiegel, W. Monty Whitney

Also in attendance were: Dr. Robert Evans, Facilitator for Bronson Settlement; Representatives from the Alternative/ Settlement Office: Frank Fields, Director, John Clark, Associate Director, and Jodi Seger, Communications Liaison; Sandra Hendricks, Volunteer Coordinator, Cincinnati Public Schools; and Dr. James Anthony, Academy of Medicine

Louise Spiegel opened the meeting at 7:42 p.m.

Frank Fields introduced Jodi Seger, who was recently hired to fill a vacancy of Communications Liaison for the Alternative/Settlement Office. Ms. Seger and Ms. Sandra Hendricks were in attendance at the meeting, along with Dr. James Anthony from the Academy of Medicine to discuss CHALLENGE CINCINNATI. This is a communitywide project sponsored by the Academy of Medicine and the Greater Cincinnati Hospital Council to help fund the High School for the Health Professions at Hughes Center. Dr. Anthony gave a brief background about how he and the Academy of Medicine got involved in working with the schools. There have been a number of programs developed over the last few years, including a Health Fair at Aiken High School, Sports School (where mostly retired physicians go into elementary schools to talk to children), Careers Day at Hughes, AIDS Education Program, etc. The first CHALLENGE CINCINNATI was a running event and was held at Union Terminal to raise money for the purchase of a van which goes around to the schools, teaching health. The second year they looked for a way to incorporate their fund raising effort with the schools, and decided that a Child Abuse Program (in connection with the Community Chest) would be that way. The first year's budget was $39,000. This event last year was held at Anderson High School and involved running, swimming, basketball, etc. There were over 1,000 participants. They grossed $67,000 and netted $52,000 which they gave to the Community Chest for the Child Abuse Program. The Task Force for the Health Professions was formed shortly after that, and CHALLENGE CINCINNATI decided raising money for that would be their next project. Dr. Anthony stated at a School Board meeting that they might possibly raise $100,000. He distributed a status report, and stated that they have actually raised approximately $104,000 in pledges up to today. The event this year will be held at Anderson High School on November 5. There are 50 teams signed up so far. Jodi Seger said the Central Office of the school system plans to have a team and they do need a sponsor. If anyone is interested in sponsoring a team, they should contact Susan Clark at the Academy of Medicine (421-7010). Dr. Anthony pointed out that the Hospital Council initiated this project and invited the Academy to take part in the Task Force. The Hospital Council will provide an annual scholarship fund for the students in the Health Professions program to go on to college.

Frank Fields reported on Hughes Center. He stated that Cincinnati Public Schools did not receive the 3.5 million dollar grant. The only school system in the state of Ohio that received a grant was Dayton. Mr. Fields distributed information on enrollment at Hughes, as of today. These are the children who are actually in the classroom. We have enrolled 752 students, but 696 have shown up. We expect to have 1800 students by the end of the 3rd year the program is in operation. It is always difficult to recruit people for the first year of a program. The racial balance in the Computers program last year was 84% black. This year it is 64%. The numbers from Hughes have to be added to all high school numbers to get the senior high Taeuber. The Taeuber Index is computed each year in October. Also, Mr. Fields asked Task Force members to wait until October for accurate enrollment figures and comparisons from last year's figures with this year's, by school.

Mr. Fields distributed copies of the Open Enrollment Report for 1988-89. There are probably not going to be major reductions in the Taeuber because of Open Enrollment. There is simply no more physical space available at Western Hills for more Open Enrollment students. Bill Seitz asked what is planned to accomplish the high school Taeuber goal. Mr. Fields said we will strive to meet the goal using Hughes Center as a primary vehicle and Open Enrollment, where possible, at Western Hills. If we could get 5-10% more black students into Walnut Hills, the net result would be the same as getting them into Western Hills. Approximately 50% of students who pass the test do not go to Walnut Hills. Mr. Fields said that after we have some hard data and after we have made calculations as to where we are this year and this is where we need to go next year, there may be possible recommendations for pairing at the elementary schools. Robert Brown feels the Taeuber will improve at least four points this year.

Questions were raised about the Pairings. Frank Fields said that from his view the numbers look good, but not perfect. Until all the slippage is accounted for, we won't really know what has happened to some of the students who have not shown up at their assigned schools. Everything did go very smoothly with the paired schools.

Heinold and Hoffman are no longer low achieving schools, but Oyler has now been included. The Bronson Settlement has a $35 million dollar cap, $5 million of which was set aside for low achieving schools. There doesn't seem to be any progress any more in this area. There was only 1 applicant for Rothenberg, and that person wasn't even announced until minutes before she was to open her desk and nobody on her staff knew anything about it. There appears to be no communication about how these things happen. There was discussion about specific things the Task Force should be doing regarding the issue of low achieving schools. Bill Seitz suggested that the Task Force find out what has transpired since the plan was developed. A financial incentive could be awarded to teachers to encourage them to remain in the low achieving schools to cut down on high turnover rates. The perception seems to be that nobody cares whether the students in those schools really learn. It was suggested that the Task Force ask for data such as what are the criterion for being selected as principal of the low achieving schools; what are the criterion for being assigned as a teacher there; has any thought ever been given to extra rewards; how do we measure satisfactory achievement; how many of the low achieving plans are in effect, etc.

Nelson Schwab commented on the sudden phenomenal change in Hoffman. People have pointed to that school as an example of how a good principal can make a difference. Dr. Evans has gotten copies of the resumes of the four newly assigned principals in the low achieving schools. One of the principals was removed from another job and reassigned to a low achieving school, and another principal has never been a principal. The focus of the Task Force for the next 1 1/1 years could be to monitor the low achieving schools.

Marian Spencer said she has some problems with accepting one-race schools as the final picture. Nelson Schwab said we are not accepting that but part of the settlement agreement that deals with low achieving schools is not being addressed.

Frank Fields asked John Clark to give an overview of the Bronson budget report which had previously been sent to members of the Task Force. Mr. Clark's report shows that we only have 2 1/2 million dollars left out of the original 35 million. Some people in the school system believe we have already spent all of the original amount. Mr. Fields made an explicit point about the Alternative/Settlement Office now doing its own budget review.

Questions were raised about Magnet Grants. Cincinnati did not receive the grant because we have received money previously. There will not be another competitive period for grants until 1991. Cincinnati has to look at internally funding what we have because there is probably not going to be any more outside money.

Marian Spencer brought up a concern about newspaper ads for public schools versus private schools. She also raised a question about the possibility of a conflict of interest for Bill Seitz who is a candidate for the Board of Education. Mr. Seitz volunteered to not serve as co-chair of the Task Force for the months of October and November. Cheryl Grant will be sole chair for that time.

There was discussion about membership on the Task Force. A letter will be sent to each member as to what their intentions are for the next year regarding membership and attendance.

Duane Holm suggested that the Task Force issue a statement of support for the levy renewals. Bob Brown made a motion for the group to endorse the renewals and send a letter to CASE and the Board of Education. Motion carried.

The meeting was adjourned at 9:30 p.m.

jlc

NEXT MEETING
MEET WITH JUDGE RICE
TUESDAY
14 NOVEMBER 1989
7:00 P.M.

COMMUNITYWIDE TASK FORCE 2 OCTOBER 1989

PRESENT: Grant,Holm, Irvine, Schwab, Seitz, Spencer
REGRETS: Jones, Whitney
ABSENT: Brown, Hoehne, Johnson-Baker, Sells, Spiegel
OTHERS: Dr. Robert Evans, Mr. Frank Fields

Grant presided.
Evans distributed minutes of 11 September 1989 meeting.
(Enclosed for those not present.)

1. Letters
   Grant reported on 2 letters authorized by Task Force:
   - Endorsement of school levies was sent to CASE and Board.
   - Letter to Superintendent about Low-Achieving Schools was sent. (Task Force members received copies.) No reply yet.

2. Task Force replacements. Concerned about low, irregular attendance.
   Task Force agreed:
   a. NAACP should be asked to replace Wagstaff
   b. Grant should send letters to infrequent attenders, asking whether they intend to serve.
   c. Task Force should ask appropriate body to replace those who do not intend to serve.

3. Montessori. Grant asked about 2 letters Holm sent, shared:
   - Low priority for Montessori Middle School. Superintendent replied that administration would not proceed. no magnet school funding.
   - More ~~1st~~ grade Montessori teachers. Superintendent replied taking under advisement. However CPS is increasing ~~kindergarten~~ and pre-school Montessori classes.

4. Judge Rice. Evans explained
   - 11? October 1989 Quarterly Meeting of attorneys
   - 4 December 1989 Three-Quarters Hearing on Settlement

   Judge wanted to attend regular meeting of Task Force before Hearing. But he teaches on Monday.
   - So our meeting will be on Tuesday
   - Not on election night, but on 14 November 1989
   - We will meet at 7:00 p.m.
   - Judge Rice will come at 7:30 p.m.
   - If you can't come, call 369-4071.

Schwab suggested that we alert Superintendent that we are meeting with Judge, so she can respond to our Low-Achieving Schools concern before then.

Discussed structuring our time with the Judge:

a. Internally. Where we think the Settlement Agreement is. (Evans' "elements of the Settlement Agreement": Low-Achieving Schools, Taeuber, Staff, Testing, Extra-curricular, Housing, Discipline. "Quality Integrated Education".

b. Externally. Where we think the public understanding & support for the Settlement Agreement is. (What we did, what others have done.)

Specific strategies we think would help meet Settlement Agreement goals - - we should send to the Superintendent, not the Judge.

Fields will have 1989-90 Taeuber Indices for us. (Must go to Board of Education first, 7 November 1989) (Chart showing school-by-school percentage of black pupils, up through last school year, enclosed.)

NEXT MEETING: Tuesday evening
14 November 1989
7:00 p.m.
Office of the Facilitator
1212 Second National Building
830 Main Street

If you cannot attend, notify 369-4071.

NEXT MEETING
4 DECEMBER 1989
7:30 P.M.

COMMUNITYWIDE TASK FORCE — **MINUTES** — 14 NOVEMBER 1989

PRESENT: Robert Brown, Zakia El-Amin, Hendrik Gideonse, Cheryl Grant, Marilyn Hoehne, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, William Seitz, Marian Spencer, Monty Whitney.
REGRETS: (Kay Briggs?), Louise Spiegel (just home from hospital).
GUESTS: Robert Evans, Martha Landisberg, Ronald Nieman, Judge Walter Rice

Grant presided.
Holm was shanghaied as secretary.

New members of the Task Force were introduced.
- Hendrik Gideonse, replacing Lonnie Wagstaff (NAACP)
- Zakia El-Amin, replacing Halloway Sells (Board).

Through confused correspondence, the Board named a replacement for Marilyn Hoehne. She & the Board will sort it out.

Facilitator provided new CPS reports:
- "Taeuber Index Values for the 1989-90 School Year"
- Fields memo on "Percentage of Black Students in Cincinnati Public Schools".
- "The Low-Achieving Schools Program: an evaluation report 1988-1989".

(Copies will be sent by Facilitator to those not present.)
Holm provided copies of Superintendent's 23 October 1989 message on Low-Achieving Schools, "Strong Measures to Raise Achievement". (Copies enclosed for those not present.)

Three-Quarters Hearing. Holm moved that the Task Force direct the Co-Chairs to write all organizations that supported the voluntary Settlement Agreement at the April 1984 Fairness Hearing, encouraging them to send a letter of support for the Settlement Agreement to the Court in time for the (4 December 1989) hearing. Seconded. Passed. (Holm will prepare draft.)

U. S. District Judge Walter Rice thanked Task Force members for their work for almost five years.

He reiterated statements he made to Task Force members at our first meeting, that it is up to the Task Force "to preserve the integrity of the Settlement Agreement and to guarantee that the goals set forth in the Agreement are fully and completely achieved", and "to mobilize and to secure the widest possible support throughout the community for fair and effective performance of the Agreement".

He has kept up with Task Force through our minutes, Facilitator's reports, and meetings with Facilitator. Has been pleased.
Has not always been pleased with Board's response. Sent them letter March 1989.
Afterwards Frank Fields seems to have been granted authority commensurate with responsibility.
He still concerned that some see Settlement Agreement only as mathematical exercise. At time of Settlement, all parties saw as more than that.
Still need meaningful effort on:

- low achieving schools
- discipline
- resegregation within schools
- metropolitan efforts.

Cincinnati Settlement unique. Left means up to Board to achieve agreed-upon goals.
Judge wants to know

- how members feel about effectiveness of Task Force?
- what still needs to be done?
- does Task Force want to speak at next Hearing?

Members introduced ourselves.
We then asked questions, answered questions, and discussed the Settlement Agreement with the Judge.

In response to the Judge's questions, Brown said the Task Force did want to speak at the next Settlement agreement hearing.
In response to Seitz's question, the Judge said this was a non-adversarial hearing. The Task Force's statement would not be used for or against the parties.

Hearing. The Judge said there was good chance that the next Hearing would be rescheduled for the 5 January 1990. (It has been.)

If the Hearing is rescheduled to January, the Task Force can use our next regular meeting, 4 December 1989, to work out our statement. Brown and Johnson-Baker agreed to bring in (send out ahead of time?) a draft.

Thanks. Seitz expressed our deep appreciation for the Judge's role in reaching and maintaining the Settlement Agreement.

NEXT MEETING: Monday evening
4 December 1989
7:30 p.m.
1212 Second National Bank Building
9th & Main Streets
(If you cannot attend, call and leave word with
Ms. June Campbell in Frank Fields' office, 369-4766).

SETTLEMENT AGREEMENT HEARING:	5 January 1990 9:00 a.m. U. S. Court House

COMMUNITYWIDE TASK FORCE

December 4, 1989

Minutes

Members Present: Kay Briggs, Bob Brown, Hendrik Gideonse, Cheryl Grant, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Bill Seitz, Nelson Schwab, Marian Spencer

The meeting was called to order at 7:35 p.m.

Bob Brown and Patricia Johnson-Baker prepared an outline of possible points for inclusion in a statement issued by the Task Force for the next Court Hearing. It was explained to new member, Kay Briggs, that Judge Rice had attended the last Task Force meeting. It was decided at that meeting that the Task Force would strive to prepare a statement.

This evening's meeting consisted of going over each point. Discussion, changes, additions, etc. follow, with the original suggested point first.

1. CPS IS ON TRACK TO MEETING THE TAEUBER GOALS, EXCEPT FOR SENIOR HIGH SCHOOLS WHERE ADDITIONAL EFFORT IS STILL REQUIRED. WE COMMEND THIS PROGRESS.

   Marian Spencer suggested that the word numerical be added after Taeuber, and before goals. This was approved.

   Kay Briggs brought up the possibility of pairings at the senior high level. Bob Brown responded that it is not the responsibility of the Task Force to tell the school system how to achieve the Taeuber.

2. AT THE ELEMENTARY LEVEL,THERE REMAIN 11 ONE RACE SCHOOLS (90% OR MORE). WE BELIEVE THE "BEST EFFORTS" PROVISION OF THE SETTLEMENT AGREEMENT REQUIRES A SUBSTANTIAL REDUCTION IN THE NUMBER OF THESE SCHOOLS.

   Bob Brown feels it is more important to eliminate the 11 90% schools at the elementary level rather than involve another 160 students at the high school level where every senior high school has at least 20% of one race.

   Nelson Schwab suggested substituting "additional effort to substantially reduce" after "requires," and before "in the number." There was much discussion over the wording. Bill Seitz moved that the second sentence be deleted. Seconded by Kay Briggs. Motion was defeated. Duane Holm moved to substitute "that we believe that a further reduction in the number of these schools is still desirable." Motion defeated. Karla Irvine moved that the language in this point be adopted. More discussion and disagreement. Consensus is that a majority of members feel that the one race schools be reduced. Cheryl Grant proposed that Bob Brown work on a second draft of the language for this point. Motion carried. Bob Brown made a motion to amend "requires" to "imply." Seconded by Hendrik Gideonse. Motion carried.

3. METROPOLITAN INTEGRATION SHOULD BE PURSUED THROUGH SUSTAINED AND CREATIVE APPROACHES INCLUDING:
(A) TEACHER AND STUDENT EXCHANGES, FULL OR PART-TIME;
(B) TUITION SWAPS;
(C) CENTRALIZATION OF ADMINISTRATIVE, OPERATIONAL, EDUCATION OR EXTRA-CURRICULAR FUNCTIONS AS ECONOMIES OF SCALE OR GENERAL COOPERATION PERMITS.
WE ARE WILLING TO ASSIST THIS EFFORT IF DESIRED.

Bill Seitz moved that statement 3 be approved with the inclusion of "by way of example" after the word including. Seconded by Patricia Johnson-Baker. Motion carried.

4. THERE HAS BEEN NO DOCUMENTED PROGRESS IN REDUCING RACIAL ISOLATION WITHIN BUILDINGS.

Dr. Evans said this is no longer true and referred to Appendix D of the Facilitator's Report of 1988-89. Bill Seitz moved that a statement be added that "There is some documented progress in reducing racial isolation within buildings and we hope that that progress continues." Nelson Schwab seconded the motion. This item was tabled until Task Force members have an opportunity to review Dr. Evans' report.

5. THE PROMISE INHERENT IN THE CPS LOW ACHIEVING SCHOOLS PROGRAM REMAINS UNFILLED. THIS EFFORT MUST BE SUSTAINED (INTENSIFIED).

Bill Seitz proposed that second statement read: "This effort must be continued and intensified." Amendment proposed by Kay Briggs: "This effort must be consistently sustained and intensified." Approved. Duane Holm raised the concern again about the title of Low Achieving Schools. Bill Seitz proposed that a third sentence be added: "We recommend that the parties adopt a less pejorative name." Approved.

6. WE WISH TO ESTABLISH A COLLABORATIVE (NON-ADVERSARIAL) RELATIONSHIP WITH THE SUPERINTENDENT. EFFECTIVE ______________, 1990 WE PROPOSE THAT SHE BECOME AN EX OFFICIO MEMBER OF THE TASK FORCE, AND WE PLEDGE TO HOLD IN CONFIDENCE ALL INFORMATION PROVIDED BY HER IN THAT CAPACITY.

After discussion, the proposed change would read: "We will explore with the Superintendent the idea that she become a regular participant in Task Force meetings, and we pledge to hold in confidence all non-public information provided by her in that capacity." Approved.

7. WE BELIEVE CPS TEACHERS SHOULD ENROLL THEIR STUDENTS IN CINCINNATI PUBLIC SCHOOLS. WE FAVOR HIRING RESTRICTIONS AND TUITION INCENTIVES TO ENCOURAGE THIS RESULT.

Proposed changing "teachers" to "employees." Approved. Nelson Schwab moved, seconded by Bill Seitz that the second sentence be removed. Motion carried. Bill Seitz suggested that another sentence be added to state: "By way of example of how this might be accomplished, we favor tuition incentives and other inducements." Approved.

8. THE FUTURE REVENUE BASE NECESSARY TO MAINTAIN EXISTING PROGRESS AFTER THIS SETTLEMENT AGREEMENT EXPIRES HAS NOT BEEN ESTABLISHED.

   Suggested addition after end of sentence: "and should be addressed on a comprehensive basis." Approved.

9. CPS NEEDS TO RECONSIDER AND ADOPT AN ENDURING POLICY COMMITMENT TO QUALITY INTEGRATED EDUCATION.

   Recommended change: remove "re" from "reconsider." Approved.

10. CPS SHOULD ESTABLISH A CONTINUING ADVISORY COMMITTEE TO REVIEW AND ASSIST CPS PROGRESS IN ACHIEVING AND MAINTAINING QUALITY INTEGRATED EDUCATION.

    Suggested adding to the end of the sentence: "after the Settlement Agreement goals have been reached." Bob Brown will work on wording for this.

11. CPS (AND THE NAACP) SHOULD ESTABLISH A DISPUTE RESOLUTION PROCESS -- POSSIBLY THE CENTER FOR MEDIATION OF DISPUTES.

    Recommended that statement be changed to read: "The parties should explore the idea of establishing a dispute resolution process." Approved.

12. DISPARATE DISCIPLINARY TREATMENT BY RACE IS (NOT) APPARENT IN THE CPS STATISTICS. HOWEVER (IN ADDITION), PERCEPTIONS OF DISPARATE TREATMENT REMAIN AND SHOULD BE ADDRESSED.

    Approved as is, with the deletion of "in addition."

There is still some disagreement of some members regarding the issue of one race schools.

A revised draft of this statement will be presented at the next meeting on January 8, 1990.

Co-Chair, Cheryl Grant, thanked Co-Chair Bill Seitz for his years of outstanding service on the Communitywide Task Force, and for his leadership.

Former members Marilyn Hoehne, Holloway Sells, and Lonnie Wagstaff, were recognized for participation on the Task Force.

The meeting was adjourned at 9:40 p.m.

jlc

COMMUNITYWIDE TASK FORCE

January 8, 1990

Minutes

Members Present: Bob Brown, Zakia El-Amin, Hendrik Gideonse, Duane Holm, Karla Irvine, Patricia Johnson-Baker, Nelson Schwab, Marian Spencer,

Also in attendance were: Robert Evans, Facilitator; Frank Fields, Director, Alternative/Settlement Office; Gloria Banks and Arthur Slater from the NAACP

Bob Brown opened the meeting at 7:38 p.m.

Hendrik Gideonse made a motion, seconded by Karla Irvine, that minutes of December 4, 1989 meeting be accepted. Approved.

Bob Brown read a letter written by Bill Seitz to Virginia Griffin in which Mr. Seitz resigned his position on the Task Force because of his recent election to the Cincinnati Board of Education.

This evening's meeting was concentrated on going over the revision of the statement prepared last month for the court hearing. Bob Brown presented the revised articles as listed below.

1. CPS IS ON TRACK TO MEETING THE TAEUBER GOALS, EXCEPT FOR SENIOR HIGH SCHOOLS WHERE ADDITIONAL EFFORT IS STILL REQUIRED. WE COMMEND THIS PROGRESS.

   Approved.

2. AT THE ELEMENTARY LEVEL, THERE REMAIN 11 ONE RACE SCHOOLS (90% OR MORE). THE "BEST EFFORTS" PROVISION OF THE SETTLEMENT AGREEMENT SUGGESTS A SUBSTANTIAL REDUCTION IN THE NUMBER OF THESE SCHOOLS SHOULD BE PURSUED.

   This item generated much discussion. Duane Holm raised a question about what the "best efforts" provision really means. Bob Brown responded that the "best efforts" provision states that every year you should reduce the degree of racial isolation at every level--elementary, junior high, senior high. There were some years where CPS was stagnant and the Taeuber Index didn't move. Duane Holm feels that the Task Force can say that "we suggest," but that the Task Force could not say that the Settlement Agreement "suggests." This has been a point of disagreement since the first draft statement was presented. Rev. Holm feels the Agreement clearly says that the Taeuber is the measurement and that the Taeuber will allow for more schools being segregated than would otherwise happen in other school districts. He said the Task Force is not a legal body, and cannot say that the Agreement also requires that the number of one race schools should be below 11. Hendrik Gideonse believes that having 11 one race schools is inconsistent with the two lead sentences of the major goal of the Agreement. .Bob Brown pointed out that Judge Rice stated that anyone who thinks the Settlement Agreement only says that the Taeuber must be reached does not understand the Agreement. Duane

Holm feels that any of the legal parties can make the claim that Bob Brown is trying to make. Rev. Holm moved that the first part of the second sentence be deleted so that it would now read: "we suggest a substantial reduction in the number of these schools should be pursued." Seconded by Nelson Schwab. The motion was defeated by 4 to 2, with 1 abstention. Hendrik Gideonse moved, seconded by Karla Irvine, that the second sentence be phrased: "The major goal of the Agreement as stated in paragraph 1 of section 2 suggests a substantial reduction in the number of these schools." Motion was defeated, 5 to 1, with 1 abstention. Karla Irvine made a motion, seconded by Marian Spencer, that the wording in No. 2 be adopted. Motion carried, 5 for and 3 against. Duane Holm said he will write a minority report and circulate it for anyone who wishes to sign.

3. METROPOLITAN INTEGRATION SHOULD BE PURSUED THROUGH SUSTAINED AND CREATIVE APPROACHES INCLUDING, FOR EXAMPLE:
   (A) TEACHER AND STUDENT EXCHANGES, FULL OR PART-TIME;
   (B) TUITION SWAPS;
   (C) CENTRALIZATION OF ADMINISTRATIVE, OPERATIONAL, EDUCATION OR EXTRA-CURRICULAR FUNCTIONS AS ECONOMIES OF SCALE OF GENERAL COOPERATION PERMITS.
   WE ARE WILLING TO ASSIST THIS EFFORT IF DESIRED.

   Approved.

4. THE PROMISE INHERENT IN THE CPS LOW ACHIEVING SCHOOLS (A MORE POSITIVE NAME SHOULD BE ADOPTED) PROGRAM REMAINS UNFULFILLED. THIS EFFORT MUST BE SUSTAINED AND INTENSIFIED.

   Suggested change to move "program" in front of the parentheses. Approved.

5. WE WISH TO ESTABLISH A COLLABORATIVE AND NON-ADVERSARIAL RELATIONSHIP WITH THE SUPERINTENDENT. WE WILL EXPLORE WITH HER THE IDEA THAT SHE ATTEND TASK FORCE MEETINGS REGULARLY, SUBJECT TO OUR PLEDGE TO HOLD IN CONFIDENCE ALL NON-PUBLIC INFORMATION PROVIDED BY HER.

   Approved.

6. WE BELIEVE CPS EMPLOYEES SHOULD ENROLL THEIR STUDENTS IN CINCINNATI PUBLIC SCHOOLS. WE FAVOR TUITION AND OTHER INCENTIVES TO ENCOURAGE THIS RESULT.

   Approved.

7. THE FUTURE REVENUE BASE NECESSARY TO MAINTAIN EXISTING PROGRESS AFTER THIS SETTLEMENT AGREEMENT EXPIRES SHOULD BE ADDRESSED ON A COMPREHENSIVE BASIS.

   Suggested change to add "budget priorities, and staff continuity" after the word "base." Approved.

8. CPS NEEDS TO CONSIDER AND ADOPT AN ENDURING POLICY COMMITMENT TO QUALITY INTEGRATED EDUCATION.

   Approved.

9. AFTER THE BRONSON GOALS HAVE BEEN ACHIEVED, CPS SHOULD ESTABLISH A CONTINUING ADVISORY COMMITTEE TO REVIEW AND ASSIST CPS PROGRESS IN ACHIEVING AND MAINTAINING QUALITY INTEGRATED EDUCATION.

   Approved.

10. CPS AND THE NAACP SHOULD CONSIDER ESTABLISHING A DISPUTE RESOLUTION PROCESS — POSSIBLY THE CENTER FOR MEDIATION OF DISPUTES.

    Approved.

11. DISPARATE DISCIPLINARY OCCURRENCE BY RACE IS APPARENT IN THE CPS STATISTICS. CPS SHOULD ISOLATE, RECOGNIZE, AND RESPOND FORTHRIGHTLY TO THE CAUSES FOR THIS DISPARITY.

    Dr. Gideonse analyzed the disciplinary statistics and found that it is apparent that if you are a black student in the CPS, you are nearly twice as likely to be suspended or expelled than if you are white. Based on this information, Bob Brown changed the original statement to read as above. It is now suggested that the statement read as follows: "There is a significant difference between the percentage of black and white students disciplined in the CPS. CPS should identify and respond forthrightly to the causes for this disparity." Approved.

Duane Holm questioned whether there should be a preamble to the Statement. Bob Brown and Patricia Johnson-Baker will prepare the preamble.

The Court Hearing will be held on January 23, at 9:00 a.m. in the Federal Court Building.

Dr. Gideonse requested truancy figures in the school district, broken down by race and gender. Dr. Evans will see if this information is available.

The meeting was adjourned at 9:20 p.m.

jlc

COMMUNITYWIDE TASK FORCE

February 5, 1990

Minutes

Members Present: Bob Brown, Hendrik Gideonse, Cheryl Grant, Duane Holm, Karla Irvine, Lillian Jones, Nelson Schwab, Marian Spencer, Patricia Timm, Monty Whitney

Also in attendance: Robert Evans, Facilitator; and Frank Fields, Director, Alternative/ Settlement Office

Cheryl Grant opened the meeting at 7:38 p.m.

Bob Brown moved, seconded by Hendrik Gideonse, that the minutes of the January 8, 1990 meeting be accepted. Minutes approved.

Patricia Timm was introduced as the new member to replace Bill Seitz.

The court hearing was discussed. Nelson Schwab felt it would be helpful for the Task Force to have a copy of Judge Rice's summary. Duane Holm agreed because the newspapers did not do the hearing justice. He thought the Judge said he was concerned that on at least three issues: Discipline, Low Achieving Schools, and Isolation Within Buildings, the school system is only now getting to full plans. He will not interfere on those plans at this time, but he would like to see results by the end of the year. Cheryl Grant feels the hearing took care of what the Judge wanted to find out and what everyone needed to do.

Hendrik Gideonse discussed his analysis of the report of suspensions and expulsions in the school system. He recapped the data on differential rates and gave the system credit for non-discriminatory treatment, and then addressed how high the suspension rate is, by level. He also gave possible reasons for this and suggested an alternative strategy. In addition, he looked at the non-promotion rates by race at the levels, and discovered there is a differential there at two of the levels, elementary and senior high. The middle/junior high rate is virtually even but is astoundingly high. He hopes that attention given to discipline now as a result of the hearing, will encourage the system to give some thought to this. Cheryl Grant proposed that this topic be on the agenda for the next meeting.

Bob Brown raised questions about the fact that some schools suspend so many students, while other schools seem to suspend virtually no students. Frank Fields responded that he would be suspicious of schools who never suspend students. Some principals send students home without Intent to Suspend Letters, they just tell them to go home for three days and then return. There are principals and their staffs who establish models for behavior modification within classrooms and look at alternative means of discipline. Some of this can occur in schools where students are not dependent upon buses, and where they can stay after school for detention.

Duane Holm wondered if Jack Lewis should be invited to attend the next meeting since he was the writer of the original report on suspensions and expulsions. It was decided that the group should discuss this further before anyone else is invited.

Frank Fields distributed a copy of the open enrollment law for the state. This is part of Senate Bill 140. Everyone wanted some clarification on this Bill, since there are a lot of unanswered questions about this topic and how it will be implemented. Dr. Evans said that some bills are pending which may modify Bill 140. Karla Irvine said she would make the local chapter of the NAACP aware of the bill. Cheryl Grant will try to get some additional information from the Board.

Dr. Evans distributed a Report on Recruitment of Minority Teachers. This will be discussed at the next meeting.

The Judge has encouraged the attendance of the Superintendent at the Task Force meetings on a regular basis. Cheryl Grant has talked to Dr. Powell and she is awaiting correspondence from the Task Force as to what the group would like her to do. Karla Irvine suggested an open invitation to attend all meetings with a request that she attend every third meeting. Nelson Schwab suggested possibly asking her to attend every other month at 8:15 p.m. This will allow the group to take care of housekeeping chores before she arrives. It is felt that the Judge would like to see this as an informal arrangement such as that with Frank Fields, with her sitting at the table and when she had something to contribute or say, she would do so. Any of these discussions would be off the record and held in strict confidence. There may be times when there would be a more formal meeting held. This would be when Dr. Powell would make a presentation, and when she would bring someone else with her, if she needs to. It was decided the meetings with Dr. Powell would be handled in this manner.

Karla Irvine raised some concerns that had been brought to her attention that people who stood in line to put in alternative applications were told that if they were caucasian and lived in integrated neighborhoods that they would have to go to their neighborhood schools. Frank Fields responded that this was not true, and that this is a one-school issue--Sands. He said people were told that the Taeuber is not computed simply by the receiving school. In order to get an accurate Taeuber we have to look at the sending school as well as the receiving school. This year the Taeuber increases will be held until the whole system can be looked at. This will probably be sometime after March 31. The process is essentially the same as it has been in the past. Unfortunately we now seem to have elitist alternative schools. Sands is perceived as being the most prestigious Montessori school in the area. The Alternative/Settlement Office distributed a Factsheet this year emphasizing that in programs such as Sands there are very few slots available. A priority period for applications for students in schools that are 90% or more one race begins on January 2 through January 31; the sibling period begins January 25 through January 31. Questions were raised about why a Montessori program could not be placed at Burton. It is a very expensive program to operate. Mr. Fields said he hears a lot of concern about Montessori, but none about the Low Achieving Schools.

Duane Holm said a possible topic for next month could be where the movement has to take place in the school system to meet the goals of the Agreement. Rev. Holm also said that in December the Task Force did send letters to all the organizations who had sent testimony to the hearing in 1984, encouraging them to send letters again before this last hearing. Fourteen organizations presented letters and the Judge did read those and enter them into the record. Rev. Holm made a motion that the Task Force send thank you letters to those organizations. This was seconded by Bob Brown. Motion approved.

Frank Fields said there will be a press conference tomorrow to present next steps for 1990-91 school year in meeting the Taeuber. Some of those steps are: Hughes will grow to the 11th grade in three programs; increasing minority enrollment at SCPA; looking at increasing black enrollment at Western Hills by 200, with colonies (modules) added; and trying to increase black enrollment at Walnut Hills. Another year a fifth program may be added to Hughes. At the elementary level, Carson will add another grade, and a new Paideia program will be started at Eastwood, in grades K-6.

Hendrik Gideonse brought up the question of whether the group is going to continue with co-chairs. If so, the other co-chair should be designated. Karla Irvine nominated Nelson Schwab, but he refused. Monty Whitney nominated Duane Holm, but he also declined.. It was suggested that this might be time for a new process, possibly choosing a chair and a vice-chair. This will be done for the next meeting.

The meeting was adjourned at 9:15 p.m.

jlc

F-17

COMMUNITYWIDE TASK FORCE 6 MARCH 1990

PRESENT: Briggs, Brown, Gideonse, Grant, Holm, Irvine, Johnson-Baker, Jones, Schwab, Spencer, Spiegel, Whitney
REGRETS: El-Amin, Timm
ABSENT:
GUESTS: Evans, Fields

Grant presided.

MINUTES: Evans distributed copies of minutes of 5 February 1990 and the Settlement Agreement Status Report for 9 February 1990 (both enclosed for those not present).
Grant distributed copies of agenda for 5 March 1990.
Holm appointed acting Secretary for the meeting.

SUPERINTENDENT: Grant read her letter inviting Dr. Powell to attend our meetings as "contributor", every other month, from 8:15 p.m. on. She also read Dr. Powell's letter of acceptance. Unfortunately, Dr. Powell out-of-town 5 March 1990.
Because of schedule conflict, the Chairperson will ask if the Round Table could shift monthly meeting date. If not, our Task Force could consider shifting from the first to the third Monday.

NOMINATING: Schwab presented the report of the Nominating Committee

Chairperson	Mr. Robert S Brown
Vice-Chairperson	Dr. W. Monty Whitney

They were elected unanimously.
Schwab had not acted on letterhead. Brown said he would take care of it.

ROUND TABLE: Spiegel reported on the first Round Table, 5 February 1990, on discipline. "Stultifying".

DISCIPLINE: Task Force discussed Gideonse's paper "An Alternative Analysis of the Cincinnati Public Schools Suspension and Expulsion Data, 1988-1989", which had been presented at our 5 February 1990 meeting.
Fields explained that one CPS Area Assistant Superintendent (Dr. Lionel Brown) was now responsible for discipline for the whole district.
After considerable discussion, the Task Force directed the chairperson to send a letter to the school board's new Bronson Oversight Committee requesting they meet with us to discuss racially disparate discipline data, Gideonse's report, and possible explanations. Copies should be sent to Board President and Superintendent.

(over)

S.B. 140: Brown, following up on last month's discussion, brought copies of the portion of S.B. 140 (last year's "Educational Reform Bill") dealing with open enrollment.

After considerable discussion of 3313.97 and 3313.98, the Task Force voted to direct the chairperson to write letters to the President of the Board & Superintendent and to local Legislators & State Superintendent, expressing concerns about what the removal of all qualifications for all alternatives might do to school desegregation in Cincinnati.

AUTOMOBILES: Spiegel asked how many official cars CPS administrators had.

TEACHERS: Task Force discussed "Report on Recruitment of Black Teachers and Staff Racial Balance Policy". Holm distributed graph showing % black teachers in CPS 1972-1988. (Enclosed for those not present.) Fields reported that the four black teachers who sought to transfer out of Sands were denied in arbitration.

AGENDAS: Holm distributed memo suggesting our Task Force focus our remaining meetings until January 1991 Settlement Agreement hearing on one concern each month. (Copies enclosed for those not present.)

NEW ALTERNATIVE: In response to questions about purchase of former Our Lady of Grace School in Price Hill, Fields responded that the Board had bought and was retrofitting the building for an Early Childhood Education School for ages 3-8. Would open September 1990 with 130 pre-schoolers, add another 75-100 the following year. State will pay up to 50%. (17 February 1990 Enquirer article enclosed for those not present.)

In response to concern about a Board with little money and a need to meet Taeuber goals in October 1990 paying to start a school that will not affect the Taeuber by then, Evans said he did not think the school would happen.

CHAIRPERSON: Retiring chairperson, Grant, thanked the Task Force, and we applauded her.

NEXT MEETING: Monday 2 April 1990, at 7:30 p.m. in the Facilitator's Office, 1212 Second National Bank Building, 830 Main Street.

NEXT MEETING
7 MAY 1990

APR. 04 1990

COMMUNITYWIDE TASK FORCE MINUTES 2 APRIL 1990

PRESENT: El-Amin, Gideonse, Grant, Holm, Jones, Schwab, Spencer, Timm
REGRETS: Briggs, Brown, Irvine, Spiegel, Whitney
ABSENT: Johnson-Baker
GUESTS: Dr. Robert Evans (Facilitator), Dr. Lee Etta Powell (Superintendent, Cincinnati Public Schools), Mr. Robert Braddock (Chairperson, Bronson Oversight Committee, Cincinnati Board of Education)

In the absence of Brown & Whitney, Grant, Immediate-Past-Chairperson-for-Life, chaired the meeting. Holm assumed the Secretaryship.

MINUTES: of 6 March 1990 approved as mailed.

SB 140: Task Force. Following up on 6 March 1990 Task Force decisions, Brown sent letters 16 March 1990 to

- Bronson Oversight Committee, expressing concern about some open enrollment provisions
- local State Legislators asking for repeal of some open enrollment provisions.

He sent copies to Task Force members.

Replies. Grant reported replies from:

- Virginia Griffin, President, Cincinnati Board of Education (enclosed).
- William Seitz, Bronson Oversight Committee, Cincinnati Board of Education
- State Representative Terry Tranter.

Discussion. Powell explained that:

- Cincinnati Board of Education voted 26 March 1990 to delay implementing post-high school program
- SB 140 does not call for intradistrict transfers until 1991 or 1993.

DISCIPLINE: Task Force. Following up on 6 March 1990 Task Force decision, Brown sent letter to Bronson Oversight Committee, requesting meeting to discuss Gideonse paper. He sent copy to Task Force members.

Replies. Grant reported reply from:

- Virginia Griffin, President, Cincinnati Board of Education (enclosed)
- William Seitz, Bronson Oversight Committee, Cincinnati Board of Education (enclosed).

Discussion followed:

- Gideonse spoke about protecting against a negative market condition. Questions directed to him have indicated troubling stereotypes, and assumptions that blacks more likely to get caught up in discipline. These will cause problems later on, after Bronson

- Braddock. We know we have problem with discipline. Board has asked administration for more study.
- Powell. Task of internal Discipline Committee was annually to review discipline policies. We want to revive that committee, broaden its concerns.
- Schwab. Concerned that at January 1990 court hearing, CPS seemed to dismiss statistical indications of disparate discipline with statistics.
- Powell. CPS actually gave two responses: 1) Statistics and due procedure. 2) Concern for deeper problem. Teachers need more cross cultural understanding. Our new approach to discipline involves more people in making it work.
- Braddock. Discipline is one of Board's main goals. Within Board, discipline concern dealt with by Bronson Oversight Committee.

Task Force expressed appreciation for the in-depth discussion made possible by the Superintendent's presence.

INNOVATIVE SCHOOLS: Grant reported 29 March 1990 letter from Superintendent explaining that negative "Low Achieving Schools" label will be replaced internally by "Coalition for Innovative Schools". Will still use old label in court discussions.

ATTITUDES: Grant reported 28 March 1990 letter from Spiegel calling for change of attitudes and multicultural celebration. (Material from Center for Peace Education enclosed for those not present).

STUDY PANEL: Spencer asked about newspaper accounts of new study of CPS economics. Powell reported that she had sought assistance from Cincinnati Business Committee several years ago. Will provide very helpful studies of business, information, transportation, building maintenance practices as well as population projections. Will not deal with curriculum.

COMMITTEES: Timm asked about Task Force Committees. Grant explained that members had volunteered. Audit was Task Force Committee, others were Board Committee on which Task Force had seats. Some committees had lapsed or changed, and some members no longer served. Open for new volunteers.

Task Force members indicated their interest in serving:

- Discipline Committee: Gideonse
- Alternatives Committee: El-Amin, Timm.

Chair will communicate this to CPS, so they can receive notification of meetings.

NEW ALTERNATIVE: Spencer asked about newspaper accounts, discussed here last month, of new pre-school alternative at Our Lady of Grace. Powell reported that CPS had leased space there for several years for CPS overflow classes. Relinquished it when organized Double Neighborhood Schools. Bought building when Archdiocese put it up for sale. Was meant to be a primary school. Problems now are fiscal. It has no cafeteria, would take lots of work. The program was always going to be integrated. Not decided whether pre-school or primary.

(Task Force question last month was how, in year of financial and Taeuber crunches, can CPS afford to put money into pre-school, which will not impact Taeuber?)
(Evans clarified his statement last month. Not likely to happen next year, because of financial concerns.)

AGENDAS: Grant reported 30 March 1990 letter from Holm (sent to Task Force members) urging Task Force to focus our remaining meetings, before the next Court Hearing, with a month-by-month discussion of those issues raised at the last Court hearing. So we don't lose those insights.
Task Force agreed that the central agenda for our next meeting (7 May 1990) will be to plan agendas for our remaining meetings.

Grant adjourned the meeting, Evans turned out the lights, and all raced for the elevator and the NCAA game.

NEXT MEETING
4 JUNE 1990

COMMUNITYWIDE TASK FORCE MINUTES 7 MAY 1990

PRESENT: Briggs, Brown, Gideonse, Holm, Irvine, Johnson-Baker, Schwab, Spencer Spiegel, Timm, Whitney
REGRETS: El-Amin, Grant, Powell
ABSENT: Jones
GUESTS: Robert Evans, Frank Fields, Jack Lewis

Minutes of 2 April 1990 approved.

Frank Fields retiring June 1990, after 32 years.
Jack Lewis will be appointed Director of Alternatives/Settlement Office. Sees "challenging year" ahead.

Simple Justice. Spencer recommends all read Richard Kluger's book.

Round Table was going to conflict with our Task Force for "four meetings". Brown will check with Superintendent to see whether can reschedule one or other.

Agendas for the remainder of the Settlement. Task Force examined
- January 1990 Settlement Agreement hearing topics,
- Task Force's January 1990 statement topics,
- remaining Task Force meeting dates,
- CPS/Bronson events.

After considerable discussion, we agreed on the following agendas:

Meeting Date	Topics	CPS/Bronson events
4 June 1990	- "Coalition of Innovative Schools" 3 principals & Bouldin - Field's farewell address	
2 July 1990	- metropolitan desegregation 3 suburban superintendents	
6 August 1990	- Cincinnati School levy Goodwin - Post-Agreement revenue, budget, staff	- CAT scores report mid-August - school begins end of August
10 September 1990. (week late)	- "Coalition of Innovative Schools" test scores Lewis	

Meeting Date	Topics	CPS/Bronson Events
1 October 1990	- Discipline (Dr. Lionel Brown?)	- enrollment data collected mid-October
12 November 1990 (week late)	- one-race schools, segregated alternatives, isolation within buildings (Timmons? Lewis?)	Taeuber Index computed mid-November
3 December 1990	- Taeuber goals - hearing statement	
7 January 1991	- hearing statement	Bronson midpoint hearing
4 February 1991		
4 March 1991		
1 April 1991		take CAT
6 May 1991		- Bronson final hearing - school ends
3 June 1991		Settlement Agreement ends? 30 June 1991

Coalition of Innovative Schools. Holm invited Task Force members to hear Ms. Carol Bouldin, Director of Coalition of Innovative Schools, at St. Peter in Chains Cathedral, 9 May 1990 at 12:00 noon.

"The Terminator" terminated the meeting by turning off the lights.

NEXT MEETING .
Monday evening
4 June 1990
7:30 p.m.
Facilitator's Office
1212 Second National Bank Building
9th & Main Streets

We will discuss Coalition of Innovative Schools with three principals and Ms. Carol Bouldin.

COMMUNITYWIDE TASK FORCE

June 4, 1990

Minutes

Members Present: Robert Brown, Zakia El-Amin, Hendrik Gideonse, Duane Holm Karla Irvine, Patricia Johnson-Baker, Lillian Jones, Nelson Schwab, Marian Spencer, Louise Spiegel, Patricia Timm, Monty Whitney,

Also in attendance were Carol Bouldin, Director of the Coalition of Innovative Schools; Dr. Robert Evans, Facilitator; Frank Fields, Director, Alternative/Settlement Office; Theresa Henderson, Principal of Hoffman School; Jack Lewis, Associate Director, Planning, Research and Evaluation; and Patricia Torrey, Principal of Rothenberg School

Robert Brown opened the meeting at 7:30 p.m.

Karla Irvine moved, seconded by Hendrik Gideonse that the minutes of the May 7 meeting be approved. Minutes were approved.

Bob Brown discussed the agenda item (metropolitan superintendents)for the July 2 meeting with Dr. Powell. She said it was ok with her. Mr. Brown has invited John Lazarus from Norwood, Bob Boston from Indian Hill, and is still trying to reach Gary Payne from Wyoming. Mr. Boston is unable to attend in July, but would be willing to attend at a future date.

Mr. Brown introduced principals from two of the Coalition of Innovative Schools: Theresa Henderson from Hoffman, and Patricia Torrey from Rothenberg. The two principals discussed the problems, programs, and their individual perspectives about Coalition schools.

Theresa Henderson started at Hoffman the year after the school was designated as "low achieving school." At that time Hoffman was much lower than the district in reading and math. Within three years, they were able to bring those achievement scores up to approximately the middle of the district. The school worked very hard on high expectations on the part of the staff and students; and on developing a positive environment. The school has become self-contained within the past year to make sure they have as much time as needed for the academics. They have a serious need for social services. The children are having many problems that are emanating from the homes, i.e. verbal, physical, and sexual abuse. This is the first year Hoffman has had a full-time counselor, so they have become more conscious of those problems. Approximately 99% of the children come from one-parent homes.

Patricia Torrey is completing her first year at Rothenberg. She is finding that discipline is a major concern. They are looking at a "time out" program where students who are being very disruptive are moved from the classroom for a period of time. Rothenberg is the lowest in the schools identified as low achieving. They may have a chance to work on more things next year because of the Chapter I school-wide program. They will try to reduce class size and provide more individualized instruction. With the school-wide program they hope to have a home-school coordinator, social skills coordinator, and Saturday school. They have a mentoring program, tutoring program with their partner-in-education (Cincinnati Post), extended day program with Chapter I teachers. Rothenberg now has a full-time counselor who has been able to coordinate many programs for the children. The school is also experiencing the same child abuse problems and high mobility rate that Hoffman has.

Louise Spiegel raised concerns she has had about the relevancy of the plan for the low achieving schools. She feels this is directed and focused on the more middle class lifestyle and expectations. She feels the way to learn may be different in the families involved in these schools than it is in the middle class families, and that the plan is not realistic. She reads all the time that if we could just reach the parent, we're on the way to have successful educational experience. Almost everyday she sees parents in the school yard at Rothenberg, so we may be skimming over what parental involvement is. It seems as though many things are on hold while we wait for parents' interest and support, but Mrs. Spiegel thinks that those parents are probably more involved than we care to admit, but there are limits on their participation and we are not focusing on those limits. Theresa Henderson said her parents are very supportive of the school, but they are not involved. She feels many parents need parenting skills.

Mrs. Torrey said that because of real or perceived behavior problems, etc. at Rothenberg, she also has difficulty with staffing. Teachers don't apply to transfer to her school. Mrs. Henderson said that most of the children are leaders--they are used to taking care of themselves, their siblings, and even tell their parents what to do, so they will try to vie for leadership in the classroom. She has to constantly do a selling job to teachers. She also is noticing that there are beginning to be more behavior problems in children in the lower grades.

Nelson Schwab wondered what suggestions could be made to improve things, after the children get to school. Louise Spiegel reiterated that some of the problem may rest with the expectations in the plan for low achieving schools on how to judge success or improvement in unrealistic ways, and she wondered how the principals feel about the plan. Frank Fields pointed out that the plan was a year in development, and principals were not involved in that development. Three of the principals were not even on board at that time. There were five drafts of that document.

Lillian Jones is concerned that parents sometimes don't know how to get involved in their children's school. Theresa Henderson said Hoffman has started having parent rap sessions. Every other Wednesday morning some of the parents go to school and talk to each other, and some good things have occurred as a result. Rothenberg had a "We Start Here" program this year, which involved the school, community and city. Some parents just won't get involved. Things are constantly changing and there are no hard and fast solutions because you have to constantly assess and reassess the problems, so schools can't solve all the problems in the community. Karla Irvine stated that at the court hearing an expert witness on low achieving schools made a judgment that, given limited resources, the low achieving schools should focus more on academic tutoring and more on one-to-one situations in the schools rather than to bring in counselors to deal with parents and home problems. The principals, however, do not necessarily agree. Students come to school hating adults and they don't know how to interact even with each other. Until some of the social problems can be dealt with, it is very difficult to try to teach.

Bob Brown then asked Carol Bouldin, as Director of the Coalition of Innovative Schools, how she sees her job. She went through a list of things that have actually been accomplished since January, 1990, in the eight schools. They are:

1. Rothenberg put in some additional staff. Due to increased enrollment, class size was high, so in early January a kindergarten and intermediate teacher were added.

2. A new secretary was assigned to Rothenberg; and a school clerk was added to Hays through Chapter I funding.

3 Principals have monthly meetings that are called by the Area I Assistant Superintendent.

4. A contract has been signed to have 5 slots in the Marva Collins Training Center in Chicago for 5 teachers from Rothenberg to attend.

5. Retreats were held in the fall, but 4 schools were not able to complete the ROPES program because of inclement weather, so 3 schools will be picking up that inservice in August.

6. Individual school plans were completed by March 1. A mini evaluation of the comprehensive plan will be done by the end of June.

7. Impact teams have been set up in all eight schools. Teams consist of building principals, counselors, visiting teachers, and a psychiatric nurse and psychologist who are serving all eight schools, in addition to support staff from the Area I office.

8. Each school has developed a cultural enrichment plan, which is a graded plan (grade level by grade level).

9. Chapter I school-wide plan is in place in all 8 schools. This is the reallocation of Chapter I money to those schools. Amount of money is dependent upon the number of Chapter I eligible students. This has added approximately $774,000 to the Coalition Schools which was not previously available.

10. Formal meetings are held with the associate director of support services, the psychiatric nurse and psychologist to keep on target in terms of status reports for how the impact teams are functioning. Guidelines were developed and distributed to principals.

11. They are working with Facilities Branch to ensure that the 8 schools get their fair share of maintenance allocations.

12. There is a good working relationship with CYC Futurethon volunteer staff, in giving priority status to Coalition schools in assigning mentors and tutors.

13. We Start Here campaign at Rothenberg.

14. A private benefactor is working with the school system in the renovation of Rothenberg' swimming pool, turning it into a resource center.

15. Hays, Rothenberg, Hoffman, Heinold, and Windsor will receive, in addition to their regular staff allocation, two lead teachers through the career ladder program.

16. A federal grant was submitted in March to hire two lead teachers to work with Coalition schools. Function would be to coordinate a parent training component in those buildings, serving as a resource to parents. Each teacher would service four buildings apiece. Should know about the grant in July.

17. Have commitments from Mental Health Services North Central to provide parenting sessions.

Bob Brown asked Mrs. Bouldin that since Dr. Good is the administrative head for the Coalition schools, what her relationship is with those principals, and Dr. Good. Mrs. Bouldin responded that she reports directly to Dr. Good and her role with the principals is in terms of a resource, helping them with implementation of the plan, working through things listed above, in more of a supportive role. She does not have administrative authority over the principals. Lillian Jones questioned how the plans were formulated in the four schools where principals were not on board until the start of school. Carol Bouldin responded that all schools had plans in by March 1.

Duane Holm voiced concern about the teaching techniques and instruction. Mrs. Bouldin said there has been heavy emphasis on staff training, and Personnel is giving priority to staffing in the Coalition schools.

Pat Timm requested copies of individual school plans. Jack Lewis will send this to her.

After Mrs. Bouldin left, the Task Force discussed the city's residency issue. City Council did vote to rescind the residency requirement for employees. Duane Holm feels we should continue to push City Council on this issue because it will affect the school system in meeting the Bronson goals.

Frank Fields is retiring at the end of June, so he gave some parting remarks to the Task Force.

Hendrik Gideonse asked why nothing has been heard about the discipline issue. Bob Brown will write a letter to the administration concerning this.

The meeting was adjourned at 10:05 p.m.

NEXT MEETING
6 AUGUST 1990

COMMUNITYWIDE TASK FORCE MINUTES 2 JULY 1990

PRESENT: Brown, Grant, Holm, Irvine, Schwab, Spencer, Spiegel, Timm
ABSENT: Briggs, El-Amin, Gideonse, Johnson-Baker, Jones, Whitney
GUESTS: Robert Evans, Jack Lewis, Lee Etta Powell, Superintendent

Metropolitan Desegregation. Brown announced that two of the three suburban school Superintendents who had accepted our invitation for an off-the-record exploration of possible shared voluntary efforts had cancelled.
We had a very helpful discussion.

MARCC has prepared maps & charts comparing the twenty-two school districts in Hamilton County on
- pupil enrollment
- % black pupils
- % black teachers.

Copies are enclosed for those not present.

SB-140. Earlier this year, the Task Force had been concerned about vague provisions for interdistrict transfers. Some Cincinnati alternatives had been concerned about a prohibition of auditions and tests for these schools.
Apparently, an amendment was passed by the Ohio General Assembly remedying this problem. Lewis will provide copies.

Cincinnati School Budget will probably be voted on at a 23? July 1990 meeting. The Board will probably decide on a levy before the Task Force's next meeting.

Next Meeting

Monday evening
6 August 1990
7:30 p.m.
Facilitator's Office
1212 Second National Bank Building
9th & Main Streets

We will discuss
- Cincinnati School Levy (Lynn Goodwin?)
- Post-Settlement Agreement revenue, budget, staff

COMMUNITYWIDE TASK FORCE

August 6, 1990

Minutes

Members Present: Robert Brown, Cheryl Grant, Duane Holm, Karla Irvine, Lillian Jones, Marian Spencer, Louise Spiegel, and Patricia Timm.

Also in attendance was Lynn Goodwin, Deputy Superintendent/Treasurer.

Robert Brown opened the meeting at 7:30 p.m.

Bob Brown distributed a letter to the members that he had received from Jack Lewis requesting two representatives from the Task Force (preferably one NAACP appointee and one Board appointee) to serve on an Ad Hoc Committee on Discipline. The committee will be asked to determine whether any inherent bias exists in existing policies and procedures regarding student discipline; and if so, what changes should be made. Pat Timm and Louise Spiegel volunteered to be the representatives for the Task Force pending their availability for the tentative meeting scheduled for August 29. Bob Brown will be one of the representatives if someone cannot make it.

Lynn Goodwin gave a presentation on the background information of Cincinnati Public Schools 1990-91 budget, a copy of which material was distributed to the members. The school district will be talking more publicly about finite options at a Special Board Meeting on August 13th, and a final decision will be made on the tax levy at the Regular Board Meeting on August 20th. Any input that the Task Force has to offer with regard to the tax levy will be welcome.

Obviously, there has been a lot of talk about a November tax levy, which has been negatively received, particularly through the news media, etc. As Mr. Goodwin visits with various groups, the question that is asked is what does the school district need the additional money for. That fundamental problem seems to be the place to start. The school system's revenue since the last school tax levy was passed in 1987 has been $233 million for 1988, 1989, 1990, and is projected to be $233 million in 1991. On the other side of that is school spending which has been increasing at about the rate of inflation. When tax levies are set, they raise a fixed amount of money. As property values increase, the rate of tax is reduced so that the amount raised is fixed. Now, there is a gap between a budget that has been increasing and the level of revenue. The level of revenue needs to be raised up from $233 million to $269 million to fund the existing programs. There is nothing in the levy request that accelerates the level of school spending. Therefore, the school district is not asking for more money to do more things; it is asking for more money to take care of inflation over the last three year term. If the school budget were to increase at roughly the level of inflation, and if the school district did not want to return to the voters for another three years, and it didn't want to continue to borrow against levies, then a 12-1/2 mill tax levy would be needed.

The Cincinnati Public Schools' two main revenue sources are state aid and local taxes; almost 90% of the school system's income comes from those two sources. Our state aid over the last four years has averaged less than 2-1/2%, or about half the rate of inflation. The reason the school system does not receive much money through state aid is because the state has a basic aid school formula which they go by. The school district has an entitlement from the state—the number of pupils times an allowance of $2280 (this year) times the cost of doing business factor (depending upon where your school district is located). This year that entitlement produced $106,000,000. The theory is that the local community ought to share part of that burden, which is 20% or 2 mills of local tax, so that the state deducts that amount and pays the school district the difference. In 1987-88 the state paid $38,000,000 in state aid. In 1988-89 the entitlement was raised about $80 per pupil; however, because of the county-wide reappraisal, the school district received nothing more. When a reappraisal occurs locally, the general principle that as values rise the property tax rate is rolled back doesn't apply to 17.9 mills of tax in our community. Of the forms of government that have property tax levies, this number of mills is not subject to that rollback rule. The city has 11-1/2 mills, the school district about 4, and the county has about 2 mills. When taxpayers' taxes go up, because the school system is the largest tax recipient, the assumption is that the school system must have received the largest share of the increase, but that is not so. Taxpayers' taxes went up $7 million; $4.5 million went to the City, $.9 million went to the County, only $1.6 million went to the schools. When there is a reappraisal, the school district's deductible goes up; it is structured as though the school district received that much more money locally, when in fact it did not. The state formula goes down because of the reappraisal, but because the millage is rolled back the school district does not receive more money locally. As an example, the most recent tax levy passed in 1987 amounted to 8.93 mills, but today it has been rolled back to 7.09 mills. Because the levy was on the ballot in November of 1987, the year of the reappraisal, it was collected originally at 7 mills. The school system has to ask the voters for 9 mills in order to collect 7. It would have been much better off to be on the other side of the reappraisal; it would have been easier to pass a 7 mill levy than a 9 mill levy. The school district is literally the only form of government that has to go to the voters to get inflation in the revenue; everyone else receives it in their paycheck.

The school's tax rate in 1980 was 30.3 mills; in 1990 it was 31.45 mills, so that there was a 3.8% increase in the tax rate over the decade. The city had about the same increase in their tax rate, and county government had increased its tax rate by almost 30%. The school district had to pass seven school tax levies to keep the rate the same; the city has done nothing and has experienced the same increase in tax rate. The school district has to return to the voters to get inflation costs, whereas the city has not had to do anything; but the city's earnings taxes have increased on an average of 11% over the last few years.

In 1980 the school district passed the first levy in 12 years and has passed other levies since then to increase the tax revenue to the school system. The Cincinnati school district receives the smallest share of the property tax than any of the other urban areas in Ohio. The reason for this is that our community has to rely on the property tax to a much heavier extent to fund other forms of government than is the case in other urban areas; and we tend to fund a lot of countywide things, such as zoos, parks, etc. out of the property tax. Other communities have chosen to fund those type of things out of different sources.

Also, our city has a much higher property tax rate than any of its sister cities. Of the six large cities in Ohio, Cincinnati ranks fourth in its spending per pupil. Cincinnati is spending the smallest amount per pupil than any of the four districts that are implementing a desegregation plan under the supervision of a Federal Court. Cincinnati ranks 13th of 22 Hamilton County Districts in costs per pupil; our citizens' tax rate is about 13th as well.

This budget in particular has given a lot of attention to the school district's administrative costs, including some erroneous data that was editorialized in the Enquirer and corrected the next day. In terms of the number that we have, Cincinnati has the smallest ratio per pupil than in any of the urban districts. This information is before the cuts that were implemented by the School Board and the Superintendent, which were substantial. Cincinnati is two administrators per 1,000 pupils less than Dayton. If Cincinnati were staffed at the same level of administrators as Dayton, it would have another 100 of them. In terms of dollars, the percent of our budget that is spent on general administration is the lowest by a good margin of the ten large districts in Ohio. Cincinnati spends the highest percent on instruction of the six large districts. Costs other than administration and instruction are student services (such as lunch, transportation) and cleaning of buildings which are not direct instructional services. Central administration has been reduced by 23% over the last decade; school administration 11%; and all other operative people such as lunchroom, heating, and cleaning 3%. The number of teachers have been increased in absolute terms 11.5%, teacher aides 47.9%, and clerical workers 10.5%. Over a decade, the school system has dramatically reduced administration and invested directly in the classroom. All of this has been in face of about an 8% pupil decline. The average cost of a teacher without fringe benefits is about $35,000. Fringe benefits are increasing about 25% a year.

In order to determine the amount of a tax levy, lots of assumptions need to be figured out such as the key ones: what inflation is going to be; how long you want to wait before you come back to the community; what our state aid is going to be; and the fact that all labor contracts expire on December 31st of this year. Changing the school budget, or cutting it in half, doesn't make the problem go away; the problem is the lack of revenue growth. If the school system were like the city or county where their revenue changes with inflation, then we could manage the school budget; we would only have to go to the community when we needed to do some additional things. Given the flat revenue line, the school system has to go back to the voters every two to three years asking to close the gap. Statewide about half the cost of public education is paid by the state and the other half is paid locally. Unless the state doubles inflation, then the school system will have to go for a tax levy. Literally, the school system's revenue has been $233 million over the past three years and that is what is projected for next year as well. The General Assembly adopts a budget two years at a time so that the state formula for the next school year, 1990-91, is already enacted and we know what it is going to be.

There are a lot of people who believe that a lawsuit is the only thing that is going to get the state to raise taxes to put more money into state education. An expert from a policy institute in Washington has analyzed the Ohio system and reports that all of our taxes are pretty stretched except for the sales tax. He has concluded that Ohio has the narrowest base on sales tax of any state in the union; we tax the fewest number of things. He has suggested that a modest expansion of the sales tax would not be going overboard and would be a way to adequately raise a sub- stantial amount of money for our state. He has suggested that we get into some modest area of services, such as drycleaning and hair care; think hard about taxing carry-out food at such restaurants as McDonald's, but not going overboard on all business services.

A school income tax would only be on those individuals who reside within the school district and would be on the Ohio adjusted gross income, not the payroll income. It would not be like the city where those who work in the city as well as those who reside in the city have to pay an income tax. A school income tax would be on a lower base and would involve fewer people. For comparison, the city income tax produces 2-1/2 times per percent of this tax; and for that reason, it does not make sense for the school system to pursue this. The property tax is paid 62% by business and 38% by the individual. The school income tax would be paid 100% by the individual and there is no offsetting outside the district income. A 10 mill property tax levy is equal to a 1% earnings tax; they would produce precisely the same amount. If you want to see how that affects you individually, then you would take the market value of your home, the tax value being 35% of that, times 1% (a 10 mill levy). The state then rebates 12-1/2% of that tax so that it only costs an individual 87-1/2% and that is how much it would cost you personally to raise $41,000,000 for Cincinnati Public Schools. If you do it through an income tax, it would be 1% times your family's Ohio income, and that is what it would cost you to raise $41,000,000. It costs most individuals three times as much to give the school system money through the income tax than it does through the property tax. Also, if you lived in the city, you would be paying a 1% more income tax than individuals living in suburbs. From the school district's budget perspective, the income tax is very attractive. No polling has been done to date, but is is expected. A 1% income tax would only keep us off the ballot for a few years.

It makes some sense to ask for the minimum amount of money to get by for one year as some general assumptions will have been settled by then: state aid will be adopted by July 1991; the labor contract negotiations will have come and gone this December; the reappraisal will have occurred; and the Buenger Commission Study that the CBC is doing will be accomplished by then. The school system can get those variables behind them and in the meantime, we need to do a good job of letting the community know where we are headed—what our progress is and what we are doing about it, etc. A good message is difficult to get out. The school system can then come back in 1991 with whatever the residual of all of these things turn out to be. The minimum levy that the school system can get by on is about 7 mills. If the levy doesn't pass, Mr. Goodwin reported that, purely speculative, the school system would have to immediately declare bankruptcy and go into state receivership model; the thing that happened to Norwood is the closest here locally. Technically, you are suppose to do that by September. What has been done in the past is to persuade the state that a district in bankruptcy doesn't have as good a chance to pass a tax levy, thereby getting it delayed until January. Then, in January, the school system would have to go to the state and say that it cannot fund the schools and declare a receivership. Mr. Goodwin could assume that at that time there would be massive layoffs; but he doubts that the state would touch the district in a way that would jeopardize the consent decree, and he doubts if Judge Rice would allow them to. The problem is that the levy hole keeps getting dug bigger.

This is the last chance to pass a levy and get income for the calendar year 1991. Tax levies start revenue collection in January of the year after which they are passed, regardless of whether they were passed in February or November. There will be a couple of statewide issues on the ballot; the school's issue will probably follow the County Children's Services tax increase.

Bob Brown thought that the school system should try to determine what maximum amount of levy would have the best chance of passing; if 7 is needed to get by for next year, but the most that had a chance of passing was 5, then he felt that the school should go for the 5 mill tax levy rather than lose the 7. The point that he is making is that the school system should not go for more than what they have a chance of passing. After the 5 mill tax levy has passed, then he would declare bankruptcy. There was also a general feeling that it would be difficult to go back to the community for another levy after having declared bankruptcy.

Mr. Goodwin reported that the past poll tax levy indicated that a tax levy in the range of 5 to 8 mills does not make much difference to the voters; the voter is not making a judgment based on the size of the levy when it is within that range. Since there has been some talk about a 12-1/2 mill tax levy, a 7 mill tax levy might have a better chance of passing. It was the Task Force's opinion that the community needs to be informed as to what is needed to just get by on; what is needed for long term needs; and that the current state formula does not meet those needs. The community needs to support changes in the state's formula. Ms. Grant believes that people usually pass a school levy if they feel that they have something to gain from it; people are not feeling that there is a need for the tax levy because of the publicity that has occurred. The school system needs to focus on something that people will buy into. Possibly the need, based on Mr. Goodwin's presentation, can be explained to the community at various meetings, or maybe the school system can get some positive publicity.

Mr. Goodwin indicated that if there were to be a litigation, he would expect to see business taxes centrally collected at the state level as well as see some form of tax increase to put more money in the formula. If it is simply a spending leveling approach (which some states have taken—ignoring the type of children, i.e., special education kids, etc.) and everybody receives $4,000, then you are just neutralizing the revenue side. Mr. Goodwin reported that every elementary school in Cincinnati Public Schools is literally packed; and there would be no possibility of any schools being closed. Duane Holm was wondering if the growth on the number of kids couldn't become a part of the school's campaign strategy. Obviously, the school district is a growing institution; people are using it and staying here. Irrational factors are needed that will convince the voters. Mr. Goodwin indicated that he would like an opportunity to come back in a month when more of a campaign strategy has been developed.

Lynn Goodwin reported that test scores will be released at the last Board meeting in August. He believes that the school district will look good on comparative data with other school districts in the state. However, the state does not require every school district to use the same tests. State data on all school districts will be released at the end of September.

The Task Force thanked Mr. Goodwin for his excellent presentation.

The meeting was adjourned at 9:25 p.m.

COMMUNITYWIDE TASK FORCE

September 10, 1990

Minutes

Members Present: Hendrik Gideonse, Cheryl Grant, Duane Holm,
Patricia Johnson-Baker, Lillian Jones,
Nelson Schwab, Jr., Marian Spencer, W. Monty Whitney

Also present were Dr. Robert Evans, Facilitator, and Dr. Jack Lewis, Director of the Alternative/Settlement Office.

Cheryl Grant opened the meeting at 7:36 and presented the group with the CFT Bargaining and Professional Issues Survey for 1990 that had been received from Nelson Schwab. Copies were distributed to all members present to read and possibly discuss at next month's meeting.

Ms. Grant asked for any additions or corrections to the last minutes. The group agreed that the minutes were very detailed, and the minutes were accepted. Tonight's agenda item would be the achievement test results of the Coalition of Innovative Schools Programs.

Duane Holm informed the Task Force that Frank Fields would be presented the Jim Jacobs Award by the Cincinnatus Association on September 11, 1990. He suggested that the Task Force write a note of congratulations to Mr. Fields.

Marian Spencer felt that everyone should be aware that Judge Rice upheld the refusal for an injunction in the teachers' suit relative to transfers.

At 7:45 W. Monty Whitney arrived and Ms. Grant turned the meeting over to him.

Hendrik Gideonse suggested that if discipline was to be discussed at October's meeting, something should be prepared and sent to Task Force members prior to that meeting. Jack Lewis said that something could be prepared and possibly sent out within two weeks. Reverend Holm suggested that Lionel Brown be alerted of this request.

Mrs. Spencer expressed concern regarding the delay some parents are experiencing in obtaining transportation arrangements for their children. Dr. Lewis explained that the school system makes a concerted effort to inform parents of the procedures that must be followed in order to provide transportation for the beginning of school. Parents are assured of proper transportation arrangements as long as they have their children enrolled as of August 1. Any changes of address, transfers, etc. after August 1, can cause delays, especially in yellow bus service. Quite often, there is already a bus route near the child's home; in this case, transportation arrangements can be made quickly. However, in other cases, it can take several weeks.

Mrs. Spencer also expressed concern about the type of information that is being transmitted via the transportation office's "phone hold system." She felt that the type of conversation/information she heard while she was on hold was not appropriate for the public. However, she did state that she was helped once taken off hold.

Nelson Schwab noted that in August's minutes, Lynn Goodwin stated that he would like an opportunity to come back at a later date with an updated levy report. There may be some facet of the campaign strategy that he would like to discuss with us. Reverend Holm stated that maybe Lynn and Zakia could present to the Task Force the information they needed to know about the campaign.

Dr. Lewis then began his report. All members were sent, along with the minutes, two different reports on achievement test results for the school system. Embedded in those reports is some useful information about achievement results in the Coalition of Innovative Schools. Dr. Lewis asked if anyone had questions about the reports.

Hendrik Gideonse noted that the report stated that results were reported in NCE's, but did not explain what NCE's were. Dr. Lewis explained that NCE (Normal Curve Equivalency) is a standard score similar to a stanine in meaning. Stanines run 1-9, and NCE's run 1-99. One NCE is 1/11th of one stanine.

For years the system has given achievement tests, in recent years the CAT, to all students in grades 1-11. Kindergarten and 12th grade students do not take the tests. Special Education students took the tests earlier, but those results are not reported here. By doing all of this, we have gone beyond the state requirements for testing. On top of that this year, a new state mandate requires that in addition to achievement tests, we must also administer to students in grades 4, 6, and 8 an ability test. The ability test should be given about the same time as the achievement test. From that we not only get information about all our students in relation to the national norm, we also get a comparison of how students did on the achievement tests compared with their ability as measured by an ability test. The ability test is what we used to call an IQ test. It measures their ability to reason and think logically - the test of cognitive skills. The state does not tell us which test to use - we are given a list of state approved tests to choose from.

Reverend Holm asked if both tests could be different among districts. Dr. Lewis replied that yes, they could, somewhat. Mr. Schwab wanted to know if comparisons between districts could really be made. Dr. Lewis replied that it was a little like apples and oranges but that there was some comparable information. A few years ago, some people from Cincinnati informed the state that it was our judgment that this is not a real valid procedure for measuring. This is not something that we would have initiated on our own. But, it was done as part of that new bill, and we must comply. Mr. Schwab stated that from all that he had read, this information was just ignored by the media and wanted to know why it was helpful. Reverend Holm said it is a statewide effort - trying to differentiate between ability and achievement. It is a way to try to separate their basic ability and their achievement - to see what the school is really doing for them. Robert Evans stated that he felt that this was a just an excuse for not teaching. Mr. Schwab said that these actual and predicted scores meant nothing to him - he needed to see the trends of a school from one year to another.

Dr. Evans read from the report - third page, second paragraph. The school district is both pleased and disappointed in the test results. We are pleased that our students did well in the new state testing program and disappointed in the traditional testing results. Dr. Evans stated that what this really means is that scores are down again this year.

Dr. Lewis stated that he felt there was one positive thing about the state testing program. He sees it as an effort to bring people out of the mentality of thinking that the only good school is a school with very high test scores. We have some very good schools where children are improving steadily, but that are not there yet. But that would not be viewed as a good school in the eyes of some people because they are not 80 or 90% above the norm. Well, that is not fair, and this viewed in that light is one way of giving some credit to some schools that are having some successes and making progress, but are just not up to the right level yet.

Dr. Evans stated that he felt this was just substituting one test for another. If a student isn't doing well on one test and you give him another, and he does well, that doesn't prove anything.

Mr. Schwab noted that the public is mainly interested in trends - if a school is doing better this year than last. The papers are saying that you have done all this, but scores still are not improving. Nobody is criticizing a school for being below the national average.

W. Monty Whitney agreed with Mr. Schwab. The major reaction has been that scores are not improving.

Dr. Lewis stated that the state would be coming out with an overall summary, and we could see how the other districts are doing.

Dr. Gideonse replied that all the scores would be positive. They derived a formula to relate the ability to the projected score, and everyone could have done better. Reverend Holm said that they were dealing with two populations in hand and correlating one to another, so theoretically, half should be above and half should be below.

Dr. Whitney said that this seemed to him like his son's report card. When he received a "c" but an "a" in effort, it was like saying that this was the best he could do. Is this what this data is saying? Dr. Lewis replied that this was not necessarily so, and reads this data as a message that the district is providing a good instructional program for students. Dr. Gideonse respectfully disagreed with Dr. Lewis' assumption. Dr. Evans asked how it was possible to have a good instructional program when test scores have been dropping for years. The Low Achieving Schools did better than the system as a whole. That was the bright spot for the Low Achieving Schools last year.

Dr. Lewis noted that the state says we must administer these tests and report the results, so we do. We are the first district, to Dr. Lewis' knowledge, to report the results to parents, but all districts must do so. Historically, we report far more data than districts around us. Mrs. Spencer expressed concern that this may be used against us.

Dr. Lewis then switched to the more traditional report - the direct look at the results in the school system. This is results system wide vs. last year. It is not the same set of students that is being compared. There are anywhere from 5,000 to 10,000 students counted in this year's results that were not in last year's. We have roughly 5,000 kindergarten students who moved up to grade one who were not tested last year. Also, the 11th graders who took the test last year did not take it this year, and we have a lot of students who move into and out of the school district. So this is not a direct look at the results of the same students.

Ms. Grant asked if anything happened within the district as a result of test results? Dr. Lewis replied that we look to see what the areas of need may be. That information is then given to program supervisors and principals, and then filtered down to teachers through inservice training to give them a focus for the year ahead. The areas/general skills that need emphasis have been identified by Joe Gastright, and that information has been distributed. Next year we can check to see if scores in those areas go up. This coming year we will be testing grades 4, 6, 8, and 10 only, in line with the state mandate.

Ms. Grant wanted to know if there was any way of knowing if efforts are working before the students take the test again. Dr. Lewis replied that we administer our own locally developed achievement tests. That gives us a feel for how students are performing in certain areas.

Dr. Lewis distributed results for the CIS, for 1984 when the program started and for 1990. We cannot directly compare '84 results with '90 results because two different tests are involved. Hoffman is the star of the CIS test results. Reverend Holm wanted to know what we can learn from Hoffman. Dr. Lewis replied that they have the same basic program as the other schools, but their results are better. Ms. Grant noted that she thought the fact that Hoffman has had an innovative principal from the start was a factor. The group agreed that many factors could influence a school's results, such as continuity of students and of administrators.

One Task Force member suggested placing below average principals in schools such as Walnut Hills and SCPA. Dr. Evans replied that principals must be matched to their strengths. Some people are excellent principals one place and not worth a nickel another.

Reverend Holm wanted to know what Carol Bouldin's office has done with the data. Dr. Lewis replied that they have reviewed it very carefully and some things have occurred and are now in place at CIS. Each school did receive some additional personnel to help implement the plan that was put in a year ago. A major change has occurred in these schools this year due to the new Chapter I school wide project implementation. A change in regulations this year gives schools more latitude in the use of teachers they get from Chapter I. Formerly we were required to run a "pull-out" program. This year schools got from 4 to 9 teachers extra. They are using these extra teachers to reduce class size in the primary grades.

Ms. Grant suggested that Robert Brown be asked if he has invited Lionel Brown to next month's meeting yet. Mr. Brown should also touch base with Zakia to alert her to the fact the she will need to present some information to the rest of the Task Force.

Meeting adjourned at 9:09

COMMUNITYWIDE TASK FORCE STATEMENT

In preparation for this hearing, the Task Force has met several times to review and revise the substantive comments which we present today. Our criticisms are limited to three or four points; the balance of our comments are suggestions designed to ensure the perpetuation and expansion of the integrative progress achieved under the Settlement Agreement. Given the wide range of constituencies and philosophies we individually represent, our virtual unanimity is a tribute to the wisdom of this Court and the Bronson advocates in fashioning the Settlement Agreement, and to the good faith and talent of those who have sought to abide by it:

(1) CPS is on track to meeting the Taeuber numerical goals, except for Senior High Schools where additional effort is still required. We commend this progress.

(2) At the elementary level, there remain 11 one race schools (90% or more). The "best efforts" provision of the Settlement Agreement suggests a substantial reduction in the number of these schools should be pursued.*

(3) Metropolitan integration should be pursued through sustained and creative approaches including, for example:

    (a) Teacher and student exchanges, full or part-time;

    (b) Tuition swaps;

    (c) Centralization of administrative, operational, education or extra-curricular functions as economies of scale or general cooperation permits.

We are willing to assist this effort if desired.

(4) The promise inherent in the CPS Low Achieving Schools program (a more positive name should be adopted) remains unfulfilled. This effort must be sustained and intensified.

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*Although all members of the Task Force believe that a substantial reduction in the number of racially isolated elementary schools should be pursued, at least two members believe that the "best efforts" provision does not suggest or require this action. Another member believes that the present number of single race elementary schools is inconsistent with the Settlement Agreement, but under a different rationale.

(5) We wish to establish a collaborative and non-adversarial relationship with the Superintendent. We will explore with her the idea that she attend Task Force meetings regularly, subject to our pledge to hold in confidence all non-public information provided by her.

(6) We believe CPS employees should enroll their students in Cincinnati Public Schools. We favor tuition and other incentives to encourage this result.

(7) The future revenue base, budget priorities and staff continuity necessary to maintain existing progress after this Settlement Agreement expires should be addressed on a comprehensive basis.

(8) CPS needs to consider and adopt an enduring policy commitment to quality integrated education.

(9) After the Bronson goals have been achieved, CPS should establish a continuing advisory committee to review and assist CPS progress in achieving and maintaining quality integrated education.

(10) CPS and the NAACP should consider establishing a dispute resolution process -- possibly The Center for Mediation of Disputes.

(11) There is a significant difference between the percentage of black and white students disciplined in the Cincinnati Public Schools. CPS should identify and respond forthrightly to the causes for this disparity.

Respectfully submitted,

COMMUNITY WIDE TASK FORCE

January ____, 1990

By:________________________
Chairperson

COMMUNITYWIDE TASK FORCE STATEMENT

(1) CPS is on track to meeting the Taeuber goals, except for Senior High Schools where additional effort is still required. We commend this progress.

(2) At the elementary level, there remain 11 one race schools (90% or more). The "best efforts" provision of the Settlement Agreement suggests a substantial reduction in the number of these schools should be pursued.

(3) Metropolitan integration should be pursued through sustained and creative approaches including, for example:

- (a) Teacher and student exchanges, full or part-time;
- (b) Tuition swaps;
- (c) Centralization of administrative, operational, education or extra-curricular functions as economies of scale or general cooperation permits.

We are willing to assist this effort if desired.

(4) The promise inherent in the CPS Low Achieving Schools (a more positive name should be adopted) program remains unfulfilled. This effort must be sustained and intensified.

(5) We wish to establish a collaborative and non-adversarial relationship with the Superintendant. We will explore with her the idea that she attend Task Force meetings regularly, subject to our pledge to hold in confidence all non-public information provided by her.

(6) We believe CPS employees should enroll their students in Cincinnati Public Schools. We favor tuition and other incentives to encourage this result.

(7) The future revenue base necessary to maintain existing progress after this Settlement Agreement expires should be addressed on a comprehensive basis.

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(9) After the Bronson goals have been achieved, CPS should establish a continuing advisory committee to review and assist CPS progress in achieving and maintaining quality integrated education.

(10) CPS and the NAACP should consider establishing a dispute resolution process -- possibly The Center for Mediation of Disputes.

(11) Disparate disciplinary occurrence by race is apparent in the CPS statistics. CPS should isolate, recognize, and respond forthrightly to the causes for this disparity.

APPENDIX G

COMPREHENSIVE PLAN

LOW ACHIEVING SCHOOLS

1989-90

June, 1989

CONCEPTUAL FRAMEWORK FOR LOCAL SCHOOL PLANNING

(LOW ACHIEVING SCHOOLS)

Executive Summary

Function

In the spring, 1989, principals from the low achieving schools, Oyler, and central administrators drafted a conceptual plan for the low achieving schools. A general review has been conducted of this instructional need of students who attend the seven low achieving schools. As a result of that review a number of proven program strategies have been identified. These strategies have been placed into a conceptual frame to formulate a basis for local school planning. The local school will build its instructional program using this plan as its guide. The conceptual plan was presented to the staffs of each school prior to the close of the school year so that they may review the plan and provide necessary feedback prior to submission. Oyler was included because of its pairing with Washington Park. The plan delineates common elements and common focus areas, while still allowing some flexibility dictated by size of school, staffing, current level of achievement, individual school needs, etc. Most importantly, however, is the unified mission all schools are addressing: serving the needs of the whole child so that academic success, positive social skills, high self-esteem, and health wellness becomes a reality. These are expressed through the four goals delineated in the plan: improve student academic achievement; prepare staff to address the total needs of students; provide services to address social, emotional, and physical needs of students; and increase parent and community involvement.

Program

There are five basic program components common to all schools. In addition to these, other components unique to an individual school will be integrated with these components. (1) Staff training, key to the success of all other components, will occur throughout the year. The MIET program will be one of the major thrusts. Other training will focus on addressing the needs of students experiencing difficulty. (2) An extended day program will provide an opportunity for teacher, volunteer, and peer tutoring; practice time for academics; and other after-school activities that strengthen the classroom program. (3) Effective delivery systems--on grade level instruction, high standards, teaming, technology support, etc.--will be highly visible in each school. Its interface with and support of the regular instructional program will strengthen both programs. (4) A Student Focused Impact Team will coordinate school-based and community-based resources available to students and their families. This team is headed by a counselor and consists of a home school coordinator, visiting teacher, psychologist, nurse, and social service agencies representatives. (5) Parental involvement will be sought through their participation in school initiated activities and through educational needs of the parents. (6) A program of cultural experiences will be planned to expand the horizons of students and to open the community to them.

Staff

In order to implement the five components delineated above, each school will be staffed as follows from Cincinnati Public Schools personnel. Staff assignment is contingent upon funding availability from State and Federal funds.

1. One counselor - UDP funded at Windsor and Hoffman; Bronson funded at the other five low achieving schools and Oyler.

2. Re-alignment of ECIA, Chapter I teachers - Chapter I teachers' schedules will be designed so that the teachers are available for extended day program.

3. Visiting teachers - Increased visiting teacher services will be assigned to each school.

4. Psychologist - Each school will have increased services of a psychologist. This person will address general mental health concerns as well as special education placement.

5. One instructor assistant - Each school will be provided one instructor assistant to coordinate the technology support lab in each school.

6. Home/School coordinator - Each school will have a home/school coordinator who serves as the liaison between the school, the home, and the community.

Outside staffing will include the nurse supplied part time by the Department of Health and staff from all support agencies serving each particular community.

Outcomes

Expected outcomes include:

- Improve student achievement in reading and mathematics so that all students score above the 40 percentile and 80% of the students will score above 50 percentile
- Decrease the number of students retained in grades 1-3 by 80%
- Communicate with each home at least four times regarding student and school activities; increase by 20% the number of parents attending school-related functions; include home visits and telephone calls in the home/school coordinator's role; involve at least 20% of the parents in some kind of school-related activity
- Achieve and maintain a 90% level of homework submitted by pupils in attendance
- Increase scores on the final instructional assessment tests so that in 1994 100% of the students will score at least 80%
- Conduct a school-wide assessment of student, teacher, and parent needs
- Demonstrate effective delivery of instruction as measured by high achievement on CAT, IAT; by decrease in retention rate; by increase in attendance rate

- Demonstrate positive pupil interactions and high expectation levels
- Involve staff, parents, community health agencies, and district support services in the delivery of a comprehensive support system
- Attain and maintain an average daily attendance of 93% or above
- Decrease suspensions and expulsions by 90%
- Monitor student referrals for psychological evaluation so that students are appropriately assigned
- Increase by 10% annually the number of parent volunteers in the school
- Maintain an active parent organization and LSAC
- Attain and maintain an attendance rate of 96%.

CONCEPTUAL FRAMEWORK FOR LOCAL SCHOOL PLANNING

Low Achieving Schools

1989-90

Introduction

The Bronson Settlement Agreement identified seven schools whose academic achievement level fell below that of other schools at the time the agreement was reached. Five million dollars of the Bronson funds available to the district over the seven year period were "set aside" for programs in these schools. From September, 1984, through the 1988-89 academic year, various programs, both centrally designed and locally initiated, have been implemented in the schools with varying degrees of success. Schools in the LAS program have been provided extra resources to enhance their instructional program, especially in reading and mathematics. Through principal option as to how resources were to be spent, some schools added staff positions over the normal allocation to provide reduced class sizes or instructional leadership. Others added instructional materials or special incentives programs.

When the low achieving schools were identified in 1984 through the Bronson Settlement Agreement, an overall mission statement for the seven schools was established: provide a school environment which prepares students for a lifetime of learning, growth, and enrichment in a changing society. While the general thrust of their mission statement is still valid, recent assessment in each school indicates the need for a more precisely focused mission statement.

In the spring, 1989, a series of planning meetings was held with the principals of the low achieving schools and central administration to develop a conceptual frame and formulate plans for the remaining years of the Bronson settlement. The plans were subsequently reviewed by the entire staff at each school. Based upon progress shown since 1984, Hoffman and Windsor were placed in the "maintenance" category; while the others remained in the developmental stage. Because of the pairing between Washington Park and Oyler, Oyler was included in the discussion and is included in all components of this document as one of the low achieving schools.

New Trust

The new thrust identified for the low achieving schools is to address the needs of the whole child. A general review has been conducted of this instructional need of students who attend the seven low achieving schools. As a result of that review a number of proven program strategies have been identified. These strategies have been placed into a conceptual frame to formulate a basis for local school planning. The local school will build its instructional program using this plan as its guide. Through an instructional and support services program provided by the Cincinnati Public Schools, identified social service agencies and community groups, and parents, every child enrolled in the seven low achieving schools will experience academic success; will attain and maintain a high attendance rate; will exhibit good health, nutrition, and social skills; and will develop the self-confidence, self-reliance, and esteem that will ensure continued growth and success in all areas. During the 1989-90 academic year each school will develop a mission statement for the school that incorporates these major components.

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DEMOGRAPHICS OF THE SCHOOLS

School	1984	1985	1986	1987	1988
Hays					
Enrollment	343	365	394	390	358
Attendance	93%	93%	93%	93%	93%
Minority Enrollment			91.1	97.7	99.3
Percentage of Students at or Above National Norm					
Reading	26.0	28.7	35.4	29.4	14.6
Mathematics	40.7	48.6	53.7	47.2	29.1
Heberle					
Enrollment	461	546	564	597	639
Attendance	89%	90%	91%	91%	91%
Minority Enrollment			67.3	77.5	77.0
Percentage of Students at or Above National Norm					
Reading	25.3	32.5	35.3	40.9	19.0
Mathematics	46.6	45.4	55.9	59.5	38.3
Heinold					
Enrollment	408	592	565	542	524
Attendance	91%	86%	91%	91%	92%
Minority Enrollment			69.2	65.7	62.9
Percentage of Students at or Above National Norm					
Reading	27.6	28.9	43.1	44.7	24.5
Mathematics	39.8	40.0	52.0	55.1	34.1
Hoffman					
Enrollment	337	350	358	352	330
Attendance	92%	91%	93%	93%	92%
Minority Enrollment			99.7	99.7	99.1
Percentage of Students at or Above National Norm					
Reading	37.3	43.3	56.3	58.3	30.2
Mathematics	39.7	37.9	64.3	67.8	41.4

School	1984	1985	1986	1987	1988
Oyler (Not a low achieving school. Included only because it will be paired with Washington Park during 1989-90.)					
Enrollment	444	467	495	516	577
Attendance	89%	92%	90%	91%	93%
Minority Enrollment			22.2	14.9	6.4
Percentage of Students at or Above National Norm					
Reading	32.7	36.7	40.5	39.6	15.1
Mathematics	29.5	42.6	44.7	44.8	22.6
Rothenberg					
Enrollment	433	498	537	528	472
Attendance	90%	88%	89%	90%	90%
Minority Enrollment			90.7	91.0	89.3
Percentage of Students at or Above National Norm					
Reading	22.4	27.4	27.2	24.3	12.8
Mathematics	22.4	29.6	31.0	23.4	19.0
Washington Park					
Enrollment	545	556	544	576	569
Attendance	90%	90%	93%	92%	92%
Minority Enrollment			85.9	87.1	82.2
Percentage of Students at or Above National Norm					
Reading	23.2	35.5	40.1	35.1	22.4
Mathematics	39.1	39.0	43.8	43.5	20.1
Windsor					
Enrollment	341	303	312	321	359
Attendance	91%	89%	92%	96%	93%
Minority Enrollment			98.6	97.8	97.6
Percentage of Students at or Above National Norm					
Reading	27.8	24.2	41.7	42.8	29.4
Mathematics	28.4	35.0	49.9	65.9	39.6

Five Year Goals

The following goals have been established for the 1989-94 period for the low achieving schools, based upon the mission statement for the program.

I. Improve student academic achievement

II. Prepare staff to address the total needs of students

III. Increase support services to address social, emotional, and physical needs of students

IV. Increase parent and community involvement

Annually a management plan will be developed for "core" services to be provided and objectives to be met. From that core management plan, principals will design school-specific activities unique to each school.

1989-90 Core Plan

Each low achieving school will exercise autonomy in designing a program for the school. However, through the core plan described below, there will be common elements in all schools. The core management plan will serve as the springboard from which principals will design other activities which supplement the core program.

1. Component A - Staff Training

At the heart of school improvement is a well-trained, highly motivated staff. The academic year 1989-90 will focus on building and improving the skills of the staff in the low achieving schools. Year-long coordinated training will be provided through the MIET program (Maintaining and Improving Effective Teaching) or similar programs. Other short-term sessions on setting high expectations, team-building, motivation, etc. will be scheduled throughout the year. August retreats or similar extended time periods will be used to develop the mission statement and to develop a sense of team work.

2. Component B - School-Wide Assessment

Each school will conduct a school-wide assessment and identify students at risk in the following areas: attendance, low self-esteem, poor attitude toward school, poor achievement, discipline, and social and health needs. Other program components have been designed to provide services to address these needs.

3. Component C - Extended Instructional Time

Research indicates the high achievement rate attained through increased time on task. Through the realignment of its ECIA Chapter I staff, each low achieving school will offer an after-school program for identified students. In addition to the ECIA teacher, volunteer tutors, parents, and peer tutors will be utilized. The extended day program will allow practice time, serve as a homework center, provide tutorial assistance, and support activities originating in the regular instructional program.

4. Component D - Effective Delivery of Instruction

Each school will examine its organizational structure and re-design for greater effectiveness. In some schools, this will take the form of teaming in the primary grades; in others, self-contained intermediate classes. The variance is dependent upon the size of the school and the number of staff. All schools will provide on-grade-level instruction and institute a school-wide high set of expectations for teacher and pupil performance. All students will have exposure to Writing to Read, WASATCH, laser learning, or comparable instructional support systems found in each school.

5. Component E - Student-Focused Impact Team

All schools will implement a Student-Focused Impact Team. This team will be composed of the principal, a counselor, teachers, psychologist, home school coordinator, and visiting teacher from the Cincinnati Public Schools and members of various service agencies such as a nurse from the Department of Health or a social worker from an agency serving the community. The purpose of the team is to coordinate the delivery of school and community-based services to identified students.

6. Component F - Parental Involvement

Each school will set two distinct parental objectives: (a) to increase the involvement of parents in school activities and (b) to address parent and student needs by offering referral information.

7. Component G - Cultural Enrichment

An assessment will be made in each school to determine the kinds of cultural enrichment activities needed by the students in the school. A comprehensive plan, delineated by grade level, will be developed. After full implementation, exiting sixth grades will have experienced a coordinated program that ensures activities in various cultural areas.

Comprehensive Management Plan - 1989-90

Goal I: Improve Student Academic Achievement

Indicators of Success:

- Improve student achievement in reading and mathematics so that all students score above the 40 percentile and 80% of the students will score above 50 percentile
- Decrease the number of students retained in grades 1-3 by 80%
- Communicate with each home at least four times through written communication; increase by 20% the number of parents attending school-related functions; include home visits and telephone calls in the home/school coordinator's role; involve at least 20% of the parents in some kind of school-related activity
- Achieve and maintain a 90% level of homework submitted by pupils in attendance
- Increase scores on the final instructional assessment tests so that in 1994 100% of the students will score at least 80%

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
1.01	Establish a positive attitude toward school and high achievement expectations in pupils	.01 Provide group counseling sessions to build high self-esteem	Teachers, Counselors	8/89	6/90	Log of sessions held; student evaluations
		.02 Implement incentive programs for high achievement and attendance	Principals, Teachers	8/89	6/90	Written report of activities
1.02	Establish positive educational climate and high teacher/administration expectations	.01 Train staff in MLET	Principals, Assoc. Dir. Staff Development	8/89	6/90	Written evaluations, principal observations
1.03	Implement organizational patterns that facilitate effective instruction to all students	.01 Establish and enforce uniform standards in each content area	Principal	8/89	6/90	Letter to parents, uniform grading practices
		.02 Re-structure school organization to build upon teacher strengths through teaming, interdisciplinary approaches, etc.	Principal	8/89	8/89	Teachers' daily schedules

Goal I: Improve Student Academic Achievement (Continued)

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
1.04	Implement district approved curriculum in all content areas	.01 Provide on-grade level instruction to all pupils	Principal, Teachers, Supervisor	8/89	6/90	Supervisor/principal observation
		.02 Provide in-school intervention and enrichment to all students, as appropriate	Principal, Teachers, Supervisor	8/89	6/90	Supervisor/principal observation
		.03 Incorporate computer labs and other instructional support systems into the on-going instructional program for students	Principal, Teachers, Supervisor	8/89	6/90	Daily lesson plans, principal/supervisor observation
1.05	Provide extended day services to increase instructional time and and achievement	.01 Re-design the teaching day for Chapter I teachers so that a tutorial for identified students is available	Principal	8/89	8/89	Teacher schedules, log of tutorial services, increased promotion rate
		.02 Utilize volunteers, mentors, parents to serve as tutors for both in-school and after-school tutorials	Principal	8/89	6/90	Roster of volunteers, increased promotion rate
		.03 Utilize peer tutoring during regular instructional day	Teachers	8/89	6/90	Roster of peer tutors, daily lesson plans

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Goal II: Prepare Staff to Address Total Needs of Students

Indicators of Success:

- Conduct a school-wide assessment of student, teacher, and parent needs
- Demonstrate effective delivery of instruction as measured by high achievement on CAT, IAT; by decrease in retention rate; by increase in attendance rate
- Demonstrate positive pupil interactions and high expectation levels

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
2.01	Use a school-wide assessment of student, teacher, and parent needs as basis for all program components	.01 Develop process for assessment and assessment instruments	Principal, Staff	8/89	9/89	Assessment instruments
		.02 Conduct assessment	Principal, Staff	9/89	9/89	Assessment data
		.03 Analyze data and plan programs	Principal, Staff	9/89	9/89	Management plans
2.02	Develop a sense of unity and purpose in staff	.01 Provide August workshop for staff that is motivational, supports team building, and high expectations for students and staff	Principal, Area Ass't. Supt., Staff Development	6/89	8/89	Inservice evaluation data, observation of performance, SIS data
2.03	Establish a positive climate and high teacher/administrator expectations	.01 Train staff in MIET	Principal, Assoc. Dir. Staff Development	8/89	6/90	Inservice evaluation data, classroom observation, SIS data
2.04	Interact with social service agencies to address whole child	.01 Conduct periodic meetings with staff and a social service agency to assess status, plan and implement services	Principal, Heads of Agencies	8/89	6/90	Minutes of meetings, effective delivery of services
2.05	Utilize alternate ways of handling discipline	.01 Train staff in classroom management strategies	Staff Development	9/89	9/89	Inservice evaluation
		.02 Train staff in awareness of multi-cultural differences	Staff Development	10/89	10/89	Inservice evaluation
		.03 Develop and implement mini-grant on discipline	Principal	9/89	9/89	Written plan

Goal III: Provide Services to Address Social, Emotional, and Physical Needs of Students

Indicators of Success:

- Involve staff, parents, community health agencies, and district support services in the delivery of a comprehensive support system
- Attain and maintain an average daily attendance of 93% or above
- Decrease suspensions and expulsions by 90%
- Monitor student referrals for psychological evaluation so that students are appropriately assigned
- Attain and maintain an attendance rate of 96%

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
3.01	Implement a Student Focused Impact Team involving representatives from staff, parents, community health agencies, district support services	.01 Identify community resources	Principal/ Counselor	8/89	6/90	
		.02 Coordinate the delivery of school and community-based services to identified students	Principal/ Counselor	8/89	6/90	
		.03 Utilize nurse assigned to school as part of Impact Team	Principal	8/89	6/90	
		.04 Implement a Health/ Wellness Program as part of the on-going instructional program and on-going guidance program; utilize existing agencies to provide services	Principal, Teachers, Agencies	8/89	6/90	
3.02	Implement the district guidance program and support services	.01 Staff each school with a counselor	Principal, Personnel	6/89	8/89	
		.02 Provide a variety of guidance and counseling services that address group and individual needs	Counselor	8/89	6/90	
		.03 Visit homes of students exhibiting learning, behavior, or attendance problems	Visiting Teacher	8/89	6/90	
		.04 Develop and sponsor student leadership programs	Principal, Teachers, Parents, Community	8/89	6/90	

Goal III: Provide Services to Address Social, Emotional, and Physical Needs of Students (Continued)

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
3.02	Utilize Partners in Education and other business/community groups	.01 Request Partners in Education support for various kinds of incentives—, attendance, achievement, etc.	Principal	8/89	6/90	
		.02 Request financial support from appropriate company/ agencies for parent activities	Principal	8/89	6/90	
3.03	Provide a program of cultural enrichment activities	.01 Develop K-6 plan of activities	Principal, Staff	8/89	6/90	Plan
		.02 Implement activities	Principal, Staff	8/89	6/90	Written reports of activities

Goal IV: Increase Parent and Community Involvement

Indicators of Success:

- Increase by 10% annually the number of parent volunteers in the school
- Maintain an active parent organization and LSAC

Task No.	Task	Implementation Sub Tasks	Person Responsible	Start Date	Complete Date	Monitoring/ Evaluation
4.01	Involve parents in their children's learning	.01 Invite parents to participate in the extended day tutorial	Principal, Teachers	8/89	6/90	Letters to parents, Social Impact Team personal contacts
		.02 Invite parents to participate in school activities: field trips, assemblies, support group meetings, room mothers, tutors, etc.	Principal, Teachers	8/89	6/90	Letters, telephone calls to parents, increased numbers of parents involved, SIS data
4.02	Develop and maintain viable parent/community support groups	.01 Organize PTA and LSAC meeting times and agenda to be compatible with parent needs	Principal, Presidents—PTA, LSAC	8/89	6/90	Increased attendance at meetings
		.02 Develop creative ways to publicize LSAC and parent group meetings; implement follow-up contacts	Principal	8/89	6/90	Increased attendance and participation
		.03 Design and implement a parent volunteer program	Parent Volunteer Coordinator	8/89	6/90	Increased numbers of volunteers
4.03	Provide a parent education component	.01 If site qualifies, implement a GED or similar parent education program	Jo Frazier	8/89	6/90	Implementation of program
		.02 Work with community agencies to provide periodic informational meetings for parents	Principal	8/89	6/90	Increased numbers of meetings, attendance at meetings
		.03 Utilize School Impact Team to provide agency referral information to parents	Principal, Team	8/89	6/90	Log of referrals

Bronson-Funded Budget

Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, Windsor, Oyler

Personnel

Certificated: Salaried - FTE - 5 counselors

Funding Source: Bronson

5 x $35,000 $175,000.00

Hays
Heberle
Heinold
Rothenberg
Washington Park .5
Oyler .5

Fringes 43,750.00

$218,750.00

(In addition, Hoffman and Windsor will be receiving a counselor through UDP funds. The remaining .5 counselor time at Washington Park and at Oyler is funded through the paired schools budget.)

Non-Salaried - Inservice

Funding Source: Bronson

Hays -	10 hrs. x 30 tchrs. x $16.49 10 hrs. x 30 tchrs. x 17.64	$ 10,239.00
Heberle -	10 hrs. x 39 tchrs. x $16.49 10 hrs. x 39 tchrs. x 17.64	13,310.70
Heinold -	10 hrs. x 40 tchrs. x $16.49 10 hrs. x 40 tchrs. x 17.64	13,652.00
Hoffman -	10 hrs. x 21 tchrs. x $16.49 10 hrs. x 21 tchrs. x 17.64	7,167.30
Rothenberg -	10 hrs. x 31 tchrs. x $16.49 10 hrs. x 31 tchrs. x 17.64	10,580.30
Washington - Park	10 hrs. x 36 tchrs. x $16.49 10 hrs. x 36 tchrs. x 17.64	12,286.80
Windsor -	10 hrs. x 23 tchrs. x $16.49 10 hrs. x 23 tchrs. x 17.64	7,866.39

Personnel (Continued)			
Oyler - 10 hrs. x 37 tchrs. x $16.49			
10 hrs. x 37 tchrs. x 17.64		12,628.10	
Total		$ 87,730.59	
Fringes		21,932.65	
Grand Total			$109,663.24
Civil Service			
Instructor Assist - 8 FTE @ $11,334 each		$90.672.00	
Fringes		22,668.00	
Grand Total			$113,340.00
Sundries and Supplies			
Consultants ($1,500 per school x 8)		$ 12,000.00	
1 consultant to work with all schools on common concepts	5,000.00		
Total			$ 17,000.00
Supplies (Inservice)			
$1,000 x 8 schools		8,000.00	
Supplies (Tutorial)			
$2,000 x 8 schools		16,000.00	
Supplies (Parent Activities)			
$1,000 x 8 schools		8,000.00	
Total			$ 32,000.00
GRAND TOTAL			$490,753.24

Budgets from Other Sources

Chapter I or Other Funding		
Home/school coordinators		
8 x $28,628.76	$229,030.08	
Fringes	57,257.52	
		$286,287.60
Psychologists[1]		
8 x $40,796.79	$326,374.32	
Fringes	81,593.58	
		407,967.90
Visiting teachers[1]		
8 x $28,307.72	$226,461.76	
Fringes	56,615.44	
		283,077.20
Nurses[2]		
8 x $24,731.62	$197,852.96	
Fringes	49,463.24	
		247,316.20
Personnel Total		$1,224,648.90

THE ABOVE PERSONNEL WILL BE SUPPLIED TO THE EXTENT POSSIBLE.

Field Trips	
8 schools x $2,500	$ 20,000

[1] To be diverted from current allocation

[2] Nursing services will be sought through outside agencies

Snacks for Extended Day Program			
8 schools x $500	4,000		
Mileage - Home/School Coordinator			
8 schools x $300	2,400		
		$ 26,400	
GRAND TOTAL			$1,251,048.90

Sign-Off Agreement

I have read the attached comprehensive plan for low achieving schools and support its value in serving as the overall guide for the activities that will occur in my school in 1989-90. I understand that I will expand and supplement this core plan with activities that are unique to my school.

Principals

Louise Stallworth

Feliciana C. Paul

Sheila Taylor

Wilbur Sanford

Theresa Goodson

[illegible] Buchanan

[illegible]

[illegible]

Approval: Director, Elementary Education

Robert Gonzalez

Approval: Assistant Superintendents

Shirlee Williams

Richard C. Barringer

[illegible]

Approval: Deputy Superintendent

Reginald Leon Green

LOW ACHIEVING SCHOOL COORDINATOR

The following is necessary for one person to have complete responsibility for Low Achieving Schools if they are to succeed:

1. LAS Coordinator reports only to the Settlement Director
2. All communications to LAS regarding implementation of management plan originates with the Coordinator and approved by Settlement Director.
3. LAS Coordinator must be able to communicate with central office personnel without going through current "chain of command" or organizational structure.
4. LAS Coordinator must be able to obtain the services and support of: Elementary Education Director; Testing Director; LAS Evaluator; Supervisors assigned to LAS in any area as well as central office; Directors of Instruction; Grants Director and any other central office personnel through direct contact with that person.
5. LAS Coordinator, with approval of settlement Director, must be able to give directives to LAS administrators regarding all facets of implementing the management plans. This would include:
   - Organizing schools for optimal learning.
   - Effective use of bi-monthly staff meetings.
   - Effectively training principals, assistant principals and instructional coordinators to become instructional leaders of all curricula/non-curricula areas of the LAS management plan.
   - Provide visiting days for LAS instructional leaders to observe in selected schools to gain ideas for implementation in their schools. Activity cost paid for from Area Office Budget.
6. LAS Coordinator will develop and implement in-service training programs for:

   Administrators

   "Becoming An Active Operational Instructional Leader and Communicator"

   Teachers

   Assist administrators in planning and implementing bi-monthly in-service/training in lieu of "traditional staff meetings."

   Reading Instructor Assistants

   Provide bi-monthly in-service/training on "Academically appropriate strategies for K-12 Unified Reading/Communication Arts Program intervention.

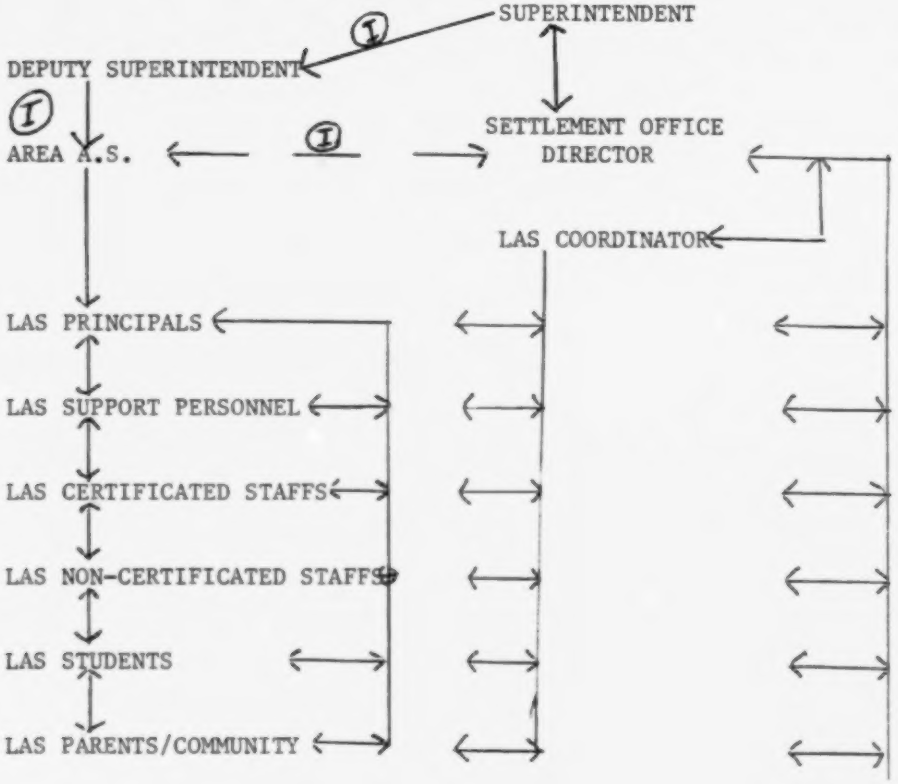
7. Assist all LAS administrators in establishing student conduct guidelines in cooperation with all staff members to ensure consistancy.

8. The LAS Coordinator must have the right to visit in all classrooms and give teachers suggestions for instructional improvement through the use of different strategies, classroom management techniques or whatever deemed needed by LAS Coordinator.

   The local building administrator has the responsibility to assure the implementation of LAS coordinator's suggestions.

   If additional assistance is needed, the LAS Coordinator will obtain assistance from assigned field or central office supervisors.

LOW ACHIEVING SCHOOLS ORGANIZATIONAL RESPONSIBILITY CHART


SUPERINTENDENT
Ⓘ
DEPUTY SUPERINTENDENT
Ⓘ
AREA A.S.
Ⓘ
SETTLEMENT OFFICE DIRECTOR
LAS COORDINATOR
LAS PRINCIPALS
LAS SUPPORT PERSONNEL
LAS CERTIFICATED STAFFS
LAS NON-CERTIFICATED STAFFS
LAS STUDENTS
LAS PARENTS/COMMUNITY

Ⓘ - denotes titles that must receive information on a regularly structured basis.

EXPLANATION OF RESPONSIBILITY CHART

1. Settlement Director approves the coordination of all activities pertaining to LAS management plan. No person, regardless of title, can develop and implement activities in the Low Achieving Schools without approval from the Settlement Director.

2. LAS Coordinator must obtain approval for all activities developed for LAS from Settlement Director prior to implementation.

   LAS Coordinator must keep Settlement Director informed in writing regarding progress or lack of in LAS on a weekly basis and copy to Area Assistant Superintendent for informational purposes.

   LAS Coordinator works directly with LAS administrators, teachers, students, parents, community and support personnel staff.

3. Settlement Director has the authority to dialogue and give directives to all LAS personnel. However; all communications regarding implementation of LAS management plan will be in writing form from the LAS Coordinator and approved by the Settlement Director.

4. LAS principals must act upon the directives of the lAS Coordinator but can appeal to the Settlement Director.

   LAS principals have the responsibility to coordinate all LAS activities in their respective building in collaboration with all assigned personnel.

   LAS principals must concentrate on academic instruction, classroom management and creating a school climate based on effective school research.

5. LAS Certificated staff (General Fund) has the responsibility to implement the adopted instructional curriculum in an efficient and effective manner (time-on-task).

   Provide a classroom atmosphere that is conductive to learning where all students are safe.

   Participate in bi-monthly in-service/training workshops in lieu of "traditional staff meetings".

   Use CAT, IAT and teacher daily assessment results to diagnose student individual needs and address those needs in small group instruction.

   Communicate with Chapter 1 personnel regarding student academic needs.

   Provide academic activities for reading instructor assistants to implement daily.

   Communicate on a regular basis to parents regarding their childs´ participation in all classroom activities.

Chapter 1 teachers have the responsibility to initiate formal communication forms for regular classroom teachers to use, identifying student needs.

Chapter 1 teachers intervene and assist students using grade level materials in whole class instruction. Remediation of needed skills below grade level is also the responsibility of the Chapter 1 teachers.

Chapter 1 teachers must provide lesson plans for assigned instructor assistants as well as planning time.

Chapter 1 teachers will provide monthly parent meetings that are training workshops to assist parents in helping their children in academic areas at home.

Chapter 1 teachers will plan monthly parent Observation Days for their classrooms as well as involving the regular teacher´s classroom.

Chapter 1 teachers using CAT and IAT results will establish for each student a profile showing skill remediation needed, what strategies/materials used that will result in NCE gains.

6. LAS non-certificated staff (reading instructor assistants) will provide intervention academic instruction based on general fund classroom teacher´s instructions through lesson plans.

   Reading instructor assistants will participate in by-monthly training of strategies for intervention in the K-12 Unified Reading/Communication Arts Program.

   Training will be provided by the LAS Coordinator at no additional cost. Instructor assistants work 6 1/2 hours per day. Once a week instructor assistants will report 1/2 hour before school and be released for 1/2 hour from school time to participate.

   Reading Instructor Assistants will spend time on instruction and not clerical duties.

7. LAS students will be expected to follow established school/classroom rules that must be unified throughout the school. Homework must be completed by students in cooperation of parents.

8. LAS staffs will provide opportunities for parent involvement in the educational process of their child.

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2/8/90

Cincinnati Public Schools
DEPARTMENT OF ADMINISTRATION, CURRICULUM AND INSTRUCTION
230 East Ninth Street
Cincinnati, Ohio 45202

TO: Dr. Reginald Leon Green, Deputy Superintendent, Department of Administration, Curriculum and Instruction

FROM: Carol W. Bouldin, Director, Low Achieving Schools

DATE: February 8, 1990

RE: Status Report - Low Achieving Schools, January, 1990

Overview:

Since this is a newly assigned position, I have spent a significant amount of time gathering information from individuals and documents in order to gain some perspective on the status of the Low Achieving Schools Program.

Actions Taken:

1. Meetings held with both Area Assistant Superintendents regarding Low Achieving Schools
2. Additional teacher secured for Rothenberg Elementary School, as well as supplies, textbooks and furniture
3. Position description developed for Director, Low Achieving Schools
4. Memorandum to Low Achieving School building principals regarding local school plans
5. Memorandum to Mr. Harold T. Flaherty regarding building/grounds maintenance needs for Low Achieving Schools
6. Contact made with various system support persons who could help principals with specific components of their local school plans
7. Meeting held with nurse/psychologist and Area I personnel to structure Impact Team delivery and revise scheduling
8. Request submitted for office space for psychologist/nurse for Low Achieving Schools
9. Extensive review of evaluation data on Low Achieving Schools
10. Extensive notes taken at Bronson Settlement Hearing on January 23, 1990

11. Meeting held with all principals of Low Achieving Schools
12. Several meetings held with Director of Instruction of Area I, Mrs. Phyllis Williams, regarding fall retreats, individual school status with plans and general information on Low Achieving School Program
13. Meeting held with Board General Counsel, Mr. John Concannon, and Attorney for Bronson Settlement, Mr. John West, regarding my role in assisting the Low Achieving Schools implement their plans and meet or exceed their established goals.

Activities in Progress:

1. Individual principal conferences and assessment of individual school needs
2. Getting additional intermediate teacher, supplies and textbooks for Rothenberg School
3. Arranging staff inservice visits to out-of-town sites for Rothenberg Leadership Team
4. Assistance with individual school plans
5. Securing office space at Education Center for psychologist/nurse
6. Securing secretary for myself
7. Following up on memorandum regarding building/grounds maintenance needed
8. Working with principals and Area Assistant Superintendents to get consensus on name change for Low Achieving Schools
9. Determining if funding is available to fully staff buildings as recommended in Comprehensive Plan (June, 1989)
10. Scheduling of regular update meetings with Dr. Brown and Dr. Good
11. Weekly update meetings held with Dr. Green, Deputy Superintendent
12. Close monitoring of local school impact teams and their effectiveness
13. Continue to work cooperatively with Area Staff.

Recommendations:

1. Area Assistant Superintendents determine the most expeditious way to place a full-time assistant principal at Rothenberg School
2. Area I office forward copies of individual school plans, upon receipt, to Director, Low Achieving Schools for review and modification, if necessary

3. Closely monitor requests for building/grounds maintenance and schedule meeting to discuss recommendations and devise plan of action

4. Request that all correspondence sent to Low Achieving School principals be copied to Director, Low Achieving Schools

5. Dr. Good has recommendation for name change to Bronson Innovative Schools. This was presented to principals and no objection was raised. Name should either be approved or rejected so that this issue can be resolved as quickly as possible

6. Budget line be established for the Low Achieving Schools Office from Bronson funds to cover the following:

   secretarial cost
   office supplies
   mileage
   travel
   furniture/equipment needs

7. Director, Low Achieving Schools be placed on the mailing list for the Department of Administration, Curriculum and Instruction.

fek

G-29

FEB. 1 3 1990

Cincinnati Public Schools
DEPARTMENT OF ADMINISTRATION, CURRICULUM AND INSTRUCTION
230 East Ninth Street
Cincinnati, Ohio 45202

TO: Dr. Cecil G. Good, Assistant Superintendent, Area I

FROM: Carol W. Bouldin, Director, Low Achieving Schools

DATE: February 13, 1990

RE: Update on Low Achieving School Correspondence

Enclosed you will find an overview of all correspondence sent regarding the Low Achieving Schools since I assumed the position of Director in January, 1990. Copies of all correspondence are enclosed for your review, even though you were copied on most of them. Hopefully, this will assist you in getting a clear picture of the activities to date.

The last memorandum to Building Principals, dated February 14, 1990, is not included. It is in your office awaiting review and approval.

If I can provide any additional information relative to the enclosed correspondence, please advise.

fek
Enclosure
Copy: Dr. Lee Etta Powell, Superintendent
Dr. Reginald Leon Green, Deputy Superintendent, Administration, Curriculum and Instruction
Dr. Lionel H. Brown, Assistant Superintendent, Area III
✓Mr. Frank Fields, Director, Bronson/Settlement Office

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LOW ACHIEVING SCHOOLS CORRESPONDENCE

January - February 13, 1990

Prepared by:
Mrs. Carol W. Bouldin - February 13, 1990

Date Sent	Type	Regarding	From:	To:	Present Status/ Response
January 10, 1990	Memo	Rothenberg Enrollment Increase	Carol Bouldin	Dr. Green	Approved
January 11, 1990	Memo	Rothenberg Enrollment Increase	Carol Bouldin	Dr. Good	F.Y.I
January 25, 1990	Letter	Name Change for Low Achieving Schools	Carol Bouldin	Rev. Duane Holm	Response to his letter dated January 25, 1990
January 29, 1990	Memo	Individual L.A.S. Plans	Carol Bouldin	L.A.S. Principals	Informational and reenforced due date of 3/1/90
January 30, 1990	Memo	Student-Focused Impact Teams	Carol Bouldin	Dr. Green	After discussion Dr. Green approved change in schedule for nurse/psych.
February 1, 1990	Memo	Building/Grounds Maintenance in L.A.S.	Carol Bouldin	Dr. Flaherty	Response requested by Feb. 16, 1990
February 8, 1990	Memo	Office Space and Secretary for Director, L.A.S.	Carol Bouldin	Dr. Green	Approved - Dr. Green 2/8/90
February 8, 1990	Memo	Office Space, Furnishings, Telephone for L.A.S. Staff	Dr. Green	Mr. Goodwin	No response to date
February 8, 1990	Memo	Hays Elementary School	Carol Bouldin	Dr. Green	No response to date
February 8, 1990	Memo	Status Report - L.A.S. January, 1990	Carol Bouldin	Dr. Green	Informational
*February 14, 1990	Memo	Monthly Status Reports on School Plans	Carol Bouldin	Building Principals	Submitted to Dr. Good on 2/13/90 for review and approval

*Has not been sent

Cincinnati Public Schools
DEPARTMENT OF ADMINISTRATION, CURRICULUM AND INSTRUCTION
230 East Ninth Street
Cincinnati, Ohio 45202

FEB. 26 1990

TO: Dr. Cecil G. Good, Assistant Superintendent, Area I

FROM: Carol W. Bouldin, Director, Low Achieving Schools

DATE: March 1, 1990

RE: STATUS REPORT - LOW ACHIEVING SCHOOLS
February, 1990

OVERVIEW:

After two full months of activity with the Low Achieving Schools, I feel that a great deal has occurred to lay the groundwork for providing assistance to the principals. I have attempted to focus in on things which are consuming large amounts of their time/energy and thus detracting from their primary role as an instructional leader.

As we continue to chip away at these real day-to-day operational problems, this should provide some relief of stress/pressure on the principals, allowing for more instructional focus.

I feel strongly that we must continue to convey our support for their efforts and our assistance.

ACTIONS TAKEN:

1. Presentation given to District-Wide Student Council at Taft High meeting regarding role of student volunteers/mentors in elementary schools
2. Assisted Low Achieving principals in development of their individual building plans
3. Held individual orientation conference with Mr. Charles Cantania, psychologist, regarding role as member of Student-Focused Impact Team
4. Prepared a status report for the Bronson Settlement office
5. Presentation given to Futurethon volunteers at Procter and Gamble on tutoring in the Cincinnati Public Schools
6. Requested that a meeting be set up for the first of March to review progress of Impact Teams

ACTIVITIES:

1. Attendance at meeting of Low Achieving School principals
2. Attendance at Superintendent's meeting with Low Achieving School principals
3. Attendance at Bronson media briefing
4. Preparation of various memoranda and reports regarding Low Achieving Schools
5. On-going communication with building principals
6. Meeting with Staff Development Branch regarding a possible inservice for Instructor Assistants
7. Meeting with Facilities Branch personnel regarding building maintenance needs in Low Achieving Schools
8. Regular communication via memorandum/conference with Dr. Good
9. Attendance and participation at Bronson Settlement Committee meeting
10. Consulted with building supervisor regarding requisitions submitted for supplies and furniture
11. Assisted in getting intermediate teacher in place at Rothenberg School
12. Assisted in getting requisition for clerk processed for Hays School
13. Monitoring of Student-Focused Impact Team activities

RECOMMENDATIONS:

1. Issue of name change of these schools should be finalized and approved as soon as possible. This issue was raised again by Rev. Duane Holm in the Bronson Settlement Committee meeting on February 28, 1990.
2. Mrs. Monica Curtis, Communications Branch, has volunteered her services to work with the Low Achieving Schools. She offered to attend a Low Achieving Schools meeting and describe the type of services she can provide. I would recommend that we accept.
3. Recommend that a line in the 1990-91 Area I budget provide for secretary, office supplies, mileage, travel, etc. for Director, Low Achieving Schools, since this is a new position.
4. As stated in memorandum dated February 28, 1990, regarding Low Achieving School building maintenance meeting, I recommend that we use every opportunity to reinforce the critical needs in these buildings.

fek

Copy: Dr. Lee Etta Powell, Superintendent
Dr. Reginald Leon Green, Deputy Superintendent,
Administration, Curriculum and Instruction
Mr. Frank Fields, Director, Alternative/Settlement Office

Cincinnati Public Schools
DEPARTMENT OF ADMINISTRATION, CURRICULUM AND INSTRUCTION
230 East Ninth Street
Cincinnati, Ohio 45202

TO: Dr. Cecil G. Good, Assistant Superintendent, Area I

FROM: Carol W. Bouldin, Director
Coalition of Innovative Schools

DATE: May 3, 1990

RE: STATUS REPORT - COALITION OF INNOVATIVE SCHOOLS - April, 1990

ACTIVITIES:

1. Prepared monthly status report and activities log for March, 1990.

2. Reviewed Cultural Enrichment Plans submitted by Coalition Schools, returned three plans for revision with specific directives, and made contact with all three principals to provide assistance.

3. Held meeting with principal of Rothenberg School to prepare for meeting on Cities in Schools.

4. Discussed Cultural Enrichment plans with Jerry Moore, Evaluation Branch.

5. Attended Agency Task Force meeting and made a presentation on the Coalition Schools.

5. Made presentation to private sector persons at Rothenberg regarding the possibility of putting a modified Cities in Schools Program in place at Rothenberg, fall 1990.

7. Attended meeting regarding renovation of Rothenberg School swimming pool into a Resource Center. This would be a joint CPS/private sector project, with anticipated completion date of September 1990.

8. Provided information regarding the Coalition Schools to a representative of United Way.

9. Prepared memorandum and sent copies of Cultural Enrichment Plans to appropriate persons.

10. Prepared progress report for the Bronson Settlement Committee meeting.

11. Made arrangements for five persons to participate in the Westside Preparatory School Teacher Inservice Training, January, 1991.

12. Two meetings with Dr. Good regarding CIS activities.

13. Memorandum to Psychologist and Nurse informing them of agency task force persons assigned to each school's Impact Team.

14. Attended CAAS Executive Board meeting with the Superintendent.

15. Preparation of speech for American Business Women's Association.

16. Delivered Cultural Enrichment Plan to Heberle School for revision.

17. Meeting with Dr. Brown regarding CIS schools, Windsor and Hoffman.

18. Attended CIS Principals meeting at Windsor School and distributed information packet to each principal.

19. Attended Bronson Settlement Committee meeting and gave report on Coalition Schools.

20. Meeting at Washington Park with principal/building tour.

21. Attended the Impact Team meeting at Windsor School.

22. Gave keynote address to American Business Women's Association Dinner per Dr. Powell's request.

23. Participated in the Career Day activities at the Westin Hotel.

24. Have made several contacts with Monica Curtis, Communications Branch, and she has been most helpful in providing me with materials.

25. Trying to get schedules coordinated so that Tom Flaherty, Bob Ohr, and myself can view the landscape proposal presentation for Oyler, Rothenberg, and Hays Schools.

26. Meeting with Mrs. Louise Speigel, Rothenberg School Volunteer/Community Leader, regarding the concerns about CIS.

27. Meeting with Peter Strauss, Edward Burdell, Louise Speigel, and Mrs. Torrey regarding Rothenberg Projects.

28. Attended Bronson Presentation Committee meeting.

29. Discussion of the availability of CAT scores for the final Bronson Hearing, May, 1991, with Dr. Jack Lewis. Memo prepared to Dr. Good requesting directive on district's intent. Issue being raised by Rev. Duane Holm, MARRC.

30. Contact with Ms. Zakia El-Amin, Urban League, regarding changes in proposed "Brain Bowl Program" for CIS.

31. Summary of Low Achieving School Plans (1989-1990) given to all CIS principals. Principals informed that year-end summary report on plan should follow the same format.

32. Prepared memorandum requesting that $2,500.00 be placed in CIS budgets per Comprehensive Plan to support Cultural Enrichment Activities.

33. Attended meeting of Bronson Presentation Committee regarding Coalition Schools - collection of data for Court presentation.

fek

Copy: Dr. Lee Etta Powell, Superintendent
Dr. Reginald Leon Green, Deputy Superintendent
Administration, Curriculum and Instruction
✓ Mr. Frank Fields, Director, Alternative/Settlement Office

G-36

INTER-OFFICE CORRESPONDENCE
CINCINNATI PUBLIC SCHOOLS
ALTERNATIVE/SETTLEMENT OFFICE

TO: Mr. John A. West, Attorney at Law

FROM: Frank B. Fields, Director

DATE: January 31, 1990

RE: Low Achieving Schools

Enclosed you will find a document produced by Mrs. Carol Bouldin and sent to Low Achieving Schools' principals.

On page 2 you will note how staff members are assigned. Please be advised that this has always been the case. Therefore, "not new."

I would direct your attention to the notable omissions:

1. I was not carbon copied on the document.
2. There is no indication of what services, if any, the director for Low Achieving Schools will perform.
3. The schools are the focal point. Where is the top administrative accountability?

Please compare this with the document developed by Evva Sherman and me in October, 1989.

FBF:jlc
Enc.

Cincinnati Public Schools
DEPARTMENT OF ADMINISTRATION, CURRICULUM AND INSTRUCTION
230 East Ninth Street
Cincinnati, Ohio 45202

INTER-OFFICE CORRESPONDENCE

RECEIVED
AREA [illegible] SUPERINTENDENT

TO:	Mr. Henri Bradshaw	Principal, Heberle
	Ms. Theresa Henderson	Principal, Hoffman
	Ms. Janet Kent	Principal, Hays
	Ms. Miriam Kinard	Principal, Oyler
	Ms. Helena Paul	Principal, Washington Park
	Ms. Patricia Surber	Principal, Windsor
	Ms. Rita Swegman	Principal, Heinold
	Ms. Patricia Torrey	Principal, Rothenberg

FROM: Mrs. Carol W. Boulding Carol Director, Low Achieving Schools

DATE: January 29, 1990

RE: Individual Low Achieving School Plans

I am sure by now that your individual school plans are nearing completion and that many of the components are already being implemented. However, in light of the recent court hearing, regarding the Bronson Settlement, I would like to provide you with some additional information that might assist you in making sure your plans are in line with the court accepted Low Achieving Comprehensive Plan (May, 1989).

It became very apparent during the hearing that the issue of achievement and discipline in the "Low Achieving Schools" is the primary concern of both the court and the NAACP. With this in mind, please know that the Comprehensive Plan has now become the official measure as to the court's view of the district's progress in your schools.

Therefore, it is important that each school plan address, in detail, the basic components: Staff Training, School-wide Assessment, Extended Day Program, Effective Instructional Delivery System, Student Focused Impact Teams, Parental Involvement, and Cultural Enrichment Experiences.

For each of these components, your objective should be sequential and measureable. Plans should clearly identify timelines, persons responsible, and type of evaluation.

Below is a listing of Cincinnati Public School personnel that can provide assistance, upon request, for each of the above mentioned components:

BEST COPY AVAILABLE

Staff Training	Carol Yudofsky, Georgetta King
School-wide Assessment	Jerry Moore
Extended Day Program	Supervisors
Effective Instructional Delivery System	Directors of Instruction Supervisors
Student Focused Impact Teams	Associate Dir., Student Services, Counselors, Psychologists, Visiting Teachers
Parental Involvement	LSAC Specialist, Home-School Coordinator
Cultural Enrichment Experiences	Doris Stokes, Georgetta King

Another area of concern that will be closely monitored is discipline as it relates to local school discipline plans, their effectiveness, and the number of suspensions/expulsions. If you would like a detailed analysis of the data available on your school, please contact Dr. Jack Lewis, Evaluation Branch.

I was anxious to share this information with each of you as soon as possible. It is a very real possibility that your individual school plans could also be requested by the court. Therefore, we must all be concerned that each is a quality document, accurately reflecting your school's program. The plans are due in the office of Area I Assistant Superintendent no later than March 1, 1990.

Please feel free to contact me if there are any questions or needs for additional assistance.

CWB/elm

c: Dr. Lionel Brown, Assistant Superintendent, Area III ✓
Dr. Cecil Good, Assistant Superintendent, Area I

Approved: Reginald Leon Green Date 1-29-90
Reginald Leon Green, Deputy Superintendent
Administration, Curriculum and Instruction

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RESPONSES TO QUESTIONS REGARDING LOW ACHIEVING SCHOOLS

1. Expenditures to Date - As of the end of the 1988-89 school year, a total of $3,618,361 has been spent on low achieving schools.

2. Main Components of New Plan - The plan for the low achieving schools developed in the spring, 1989 attempts to unify the services to students in the low achieving schools based upon common needs exemplified in all seven schools.

   Increasing staff competency in addressing both the academic and social needs of pupils is given top priority in the new plan. Both inservice common to all schools and inservice unique to the instructional/organizational pattern of each school will be provided. The intent is to alter the way teachers view children and to raise expectations for achieving, along with a stronger curricular program.

   Student-focused impact teams are another new thrust. School counselors have been employed to lead these teams, as well as to provide general counseling services to students. All school-based or community-based resources will be coordinated to ensure full health, attendance, social, and instructional concerns. Staff will be added/re-assigned to give additional nursing services, psychological services, and attendance monitoring.

   Another component is the organizational/instructional design which each school will develop for itself. Schools have been given suggestions such as extended time for afternoon tutorials, non-graded primary classes, and team teaching. The plan calls for the staff of each school to determine what best addresses that school's needs profile. This local school option is considered one of the strong points of the plan, for in formulating their operational structure, team building and a sense of unity will occur.

3. Allocations to Low Achieving Schools - the allocations to the low achieving schools, both in staffing and non-personnel budget, are the same as in all schools. A "standard resource allocation" governs these procedures. In addition, Chapter I funds are available to the schools, as are the additional Bronson funds and, in the case of Hoffman and Windsor, UDP monies. For 1989-90 Washington Park will have additional resources as one of the paired schools.

4. Pre-School Programs - Some form of pre-school program is available in every low achieving school: Hoffman - Head Start; Heinold and Heberle - half Head Start, half Chapter I; Washington Park - Chapter I; Windsor - Chapter I; Hays - Chapter I; Rothenberg - Chapter I. Most classes are full with no waiting lists. Heinold and Heberle have been under-subscribed; therefore, with a change in the regulations, three-year-olds have been added to boost enrollment. Heinold has a low enrollment and poor attendance, partially because of commercial day care centers in area that are more accessible. An all-day pilot program will start at Hays this fall to respond to parent needs.

   In order to increase the number of children involved in pre-school programs, these things should occur.

G-40

CINCINNATI PUBLIC SCHOOLS
PLANNING, RESEARCH AND EVALUATION
230 EAST NINTH STREET
CINCINNATI, OHIO 45202

MEMORANDUM

TO: Mr. Frank B. Fields, Director, Alternative/Settlement

FROM: Dr. Jack L. Lewis, Associate Director

DATE: January 11, 1990

RE: Preschool Participation of Students in Low-Achieving Schools

---

This memorandum has been prepared in response to a request by Bronson plaintiff attorneys on December 28, 1989, for information on the above mentioned topic. The attached table is the best response we can provide without a major data collection effort such as contacting each parent in these schools.

The data in Table 1 indicate the percentage of students at grades K-2 who participated in a preschool program operated by the Cincinnati Public Schools. It can be seen that 704 (39.3%) of the 1,792 students enrolled at these grade levels did participate. The participation rate does appear to decrease across these three grade levels, but this can probably be explained by student mobility in and out of these schools.

Information on students at grades 3-6 is not available for analysis since computerized records of preschool program participation were not maintained prior to the 1986-87 school year. The actual number of students served annually in our preschool programs has remained fairly stable over the past several years, so it seems reasonable to assume that many students at grades 3-6 did participate in one of our preschool programs.

Missing also from the data for K-2 students is any information on student participation in preschool programs operated independently of the school system since we maintain no records on this type of preschool experience.

Program administrators have not been able to make firm projections about the number of students to be served in our preschool programs through 1990-94. However, there is no reason to think that the program services will diminish in size, and there is good reason to think that some additional State funding will be available during that period which will allow an expansion of the program.

JLL/fei

enc.

c: Mr. John Concannon
Mr. Lynn Goodwin
Dr. Reginald Leon Green
Dr. Lee Etta Powell
Mr. John West

Table 1. Participation in Cincinnati Public School Preschool by Students Enrolled in the Low-Achieving Schools, 1989-90.

	KINDERGARTEN			GRADE ONE			GRADE TWO			TOTAL K-2		
	Enrolled	Preschool Experience		Enrolled	Preschool Experience		Enrolled	Preschool Experience		Enrolled	Preschool Experience	
		Number	Percent		Number	Percent		Number	Percent		Number	Percent
HAYS	72	46	63.9%	103	52	50.5%	65	25	38.5%	240	123	51.3%
HEBERLE	104	33	31.7	133	38	28.6	137	32	23.4	374	103	27.5
HEINOLD	53	24	45.3	60	26	43.3	53	20	37.7	166	70	42.2
HOFFMAN	54	25	46.3	75	31	41.3	54	16	29.6	183	72	39.3
OYLER	59	30	50.8	73	36	49.3	61	17	27.9	193	83	43.0
ROTHENBERG	89	43	48.3	94	42	44.7	88	28	31.8	271	113	41.7
WASHINGTON PARK	86	26	30.2	59	21	35.6	64	28	43.8	209	75	35.9
WINDSOR	47	24	51.1	50	24	48.0	59	17	28.8	156	65	41.7
TOTAL	564	251	44.5%	647	270	41.7%	581	183	31.5%	1792	704	39.3%

BE/fei
1/90

G-42

CONFIDENTIAL

INTER-OFFICE CORRESPONDENCE
CINCINNATI PUBLIC SCHOOLS
DEPARTMENT OF ADMINISTRATION, CURRICULUM AND INSTRUCTION

Office of the Deputy Superintendent

MAY 24 1990

TO: Lee Etta Powell, Superintendent

FROM: Reginald Leon Green, Deputy Superintendent
Administration, Curriculum and Instruction

DATE: May 23, 1990

RE: Responses to Items Assigned from Attorney West's Correspondence
Dated April 4, 1990

In response to your assignment, I have prepared the requested information for questions #2, #5, #6 and #8 from Mr. John West's letter dated April 4, 1990 regarding additional information for the Bronson Attorney's meeting June 1, 1990.

Other staff members have been asked to address the other questions.

If any of the information compiled needs further clarification, please advise.

RLG/je
cc: Dr. Cecil Good
Mr. Frank Fields
Mrs. Carol Bouldin

QUESTION # 2

A complete report on each of the eight (8) Coalition Schools detailing the staff inservice training conducted on discipline for each school.

RESPONSE:

Number of Staff Meetings or Staff Inservice Sessions Held at Coalition of Innovative Schools in Which Student Discipline Was the Topic Covered, 1989-90.

School	Number of Staff Meetings or Inservice Sessions	Total Number of Hours
Hays	7	9.0
Heberle	11	22.5
Heinold	8	16.0
Hoffman	8	8.0
Oyler	8	9.0
Rothenberg	4	1.3
Washington Park	8	14.0
Windsor	37	32.0

QUESTION #5

For each of the eight (8) Coalition Schools, specifically what additional staff is in place pursuant to the New Low Achieving Schools Plan and what percentage of their time is spent at each school? Plaintiffs want the actual as opposed to the planned.

RESPONSE:

Coalition School Additional Staffing - (8 Schools) 1989-90

1 - FTE	Counselor
1 - FTE	Instructional Assistant
*.25	Psychologist
*.25	Psychiatric Nurse

*Four schools receive .25 service from psychiatric nurse and the other four receive .25 service from the psychologist.

Question #6

Identify the Pilot Pre-School Programs mentioned by Dr. Green on Page 29 of his hearing transcript.

RESPONSE:

One of the pilot pre-school programs operational this school year (1989-90) is the "Lighthouse Project" at Parham Elementary School. Funding for the two classroom units was secured through the Jennings Foundation. One class services students ages 3-5 years and the other serves students ages 6-8 years.

Another Early Childhood Project is the Taft Elementary and McKinley Elementary Pre School Programs presently funded through the Cincinnati Youth Collaborative. The district has submitted a Headstart Proposal and has now obtained funding for these units for the 1990-1991 school year.

Additional sources of funding for Early Childhood Programs is being sought through:

- Literacy Grant (Educational Improvement Fund Initiatives - Senate Bill 140)
- Public School/Pre-School Initiatives
- Chapter One

The facility referenced in the court transcript which was purchased by the system is Our Lady of Grace. (renamed Considine School)

The 1990-91 school year will be used as a planning year to develop a unique model Early Childhood Program for this site, with program implementation scheduled for 1991-1992.

QUESTION #8

The number of students retained in grades one (1) through three (3) for each of the eight (8) Coalition Schools during the 1988-98 school year.

RESPONSE:

Table Retention Rates for Coalition of Innovative Schools, June 1989 and June 1990.

School	Grade 1		Grade 2		Grade 3	
	88-89	89-90	88-89	89-90	88-89	89-90
Hays	16.0% (N=12)		9.7% (N=5)		11.2% (N=5)	
Heberle	0.0 (N=0)		0.0 (N=0)		0.0 (N=0)	
Heinold	19.5 (N=13)		13.1 (N=6)		6.4 (N=3)	
Hoffman	15.2 (N=10)		5.3 (N=2)		4.2 (N=2)	
Oyler	20.0 (N=19)		3.8 (N=3)		3.1 (N=2)	
Rothenberg	16.3 (N=13)		22.9 (N=13)		0.0 (N=0)	
Washington Park	9.0 (N=8)		6.9 (N=5)		10.2 (N=7)	
Windsor	4.7 (N=3)		6.7 (N=3)		0.0 (N=0)	
Program Total 134						
System Total	9.6%		4.6%		3.1%	

The total number of grade 1-3 students retained for school programs was 134. Of this number 11 were promoted after summer school. Therefore, the actual total retained for grades 1-3 was 123.

G-46

Cincinnati Public Schools
DEPARTMENT OF ADMINISTRATION, CURRICULUM AND INSTRUCTION
230 East Ninth Street
Cincinnati, Ohio 45202

TO: Frank B. Fields, Director
Alternative/Settlement Office

FROM: Reginald Leon Green, Deputy Superintendent
Administration, Curriculum and Instruction

Reginald Leon Green

DATE: January 11, 1990

RE: Outstanding items on Bronson information request of January 2, 1990.

Two of the items referred to in John West´s memorandum accompanying your January 2, 1990, request were the responsibility of this department. Below are responses to those items:

Item 1. "Progress reports on in-service training of teachers in 1989 and plans for 1990."

This information was provided to the Alternative/Settlement Office and, according to June Campbell, was mailed on the approximate date indicated by Mr. West (December 22) and should have been received by him. If additional copies are needed, please let me know.

Item 2. "Need a written description of the selection process for LAS Principals including the criteria for selection and the number of candidates. . . . On the basis of the information we have received, it does not appear that there is anything to distinguish recruitment of principals for LAS schools from recruitment for any other principal positon. If this is incorrect, we would be glad to receive information setting matters straight."

The attached response was prepared by Mr. Roger Effron.

This completes the information requested in your memo of January 2, 1990.

ld

Attachment

RE: RESPONSE TO DECEMBER 28, 1989 MEMORANDUM "OUTSTANDING INFORMATION REQUEST"

In selecting a Principal for a LAS school, the Superintendent does take into account the special needs of that school. So called "recruitment" may occur if one or more of the following steps reveals that a qualified and suitable candidate has not made application for a position.

- Review of current principals who have indicated an interest in transferring as principal of another school

- Review of applicants who have submitted their names in response to an in-district and out-of-district vacancy announcement.

As in the case of the Rothenberg principalship, the above steps were completed with no qualified and suitable candidate for the position. In reviewing the special needs of that school and the strengths of those administrators possessing the appropriate certificate, it was determined that Patricia Torrey would be "recruited" to serve as principal of Rothenberg. A conference was held with Ms. Torrey to outline the expectations as principal of this school as well as to allow her to express her feelings as to accepting this position.

In conclusion, the Superintendent of Schools has the wide authority to select and or "recruit" a principal by transferring an incumbent principal, promoting a member of the teaching or administrative staff who possesses the appropriate qualifications or appoint an outside applicant who has expressed an interest in working for the district and who holds the appropriate qualifications.

Roger C. Effron, Personnel Director

RCE
1/10/90
JME579

Planning,
Research &
Evaluation Branch

Coalition of Innovative Schools

An Evaluation Report 1989-90

Prepared by
Mr. Jerry W. Moore

November 1990

Cincinnati Public Schools
Office of the Superintendent

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EXECUTIVE SUMMARY
THE COALITION OF INNOVATIVE SCHOOLS PROGRAM
CINCINNATI PUBLIC SCHOOLS
1989-1990

For the sixth year the Coalition of Innovative Schools program provided Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park and Windsor Elementary Schools additional support for the purpose of improving the performance of their students in reading and mathematics. This Bronson Desegregation Settlement Agreement funded program began in the fall of 1984 and school selection was based on the low achievement levels of students in reading at these seven schools. Oyler Elementary School was added to the program beginning with the 1989-90 school year because it was paired with Washington Park.

Approximately five million dollars was provided for these schools under the Bronson Desegregation Settlement Agreement to be spent over seven years (1984-85 through 1990-91). The 1989-90 budget was slightly over five hundred thousand dollars.

A new five-year plan for the program was adopted and was initiated in the 1989-90 school year. Each school's staff participated in inservice training and developed an individual school plan for school improvement. Expanded student services were provided through the addition of a school counselor and Student-Focused Impact Team for each school. This team of various school professionals was created at each school in an effort to provide student services more efficiently. All eight schools shared the services of an additional school nurse and school psychologist. Extended instructional time was provided Chapter 1 students through ESEA. An instructor assistant was also provided each school to assist with the continued computer assisted instruction. Other plan components increasing improving parental involvement, developing cultural enrichment plans for each school and completing a school-wide student assessment.

Almost all students performed in the average or below average stanine categories in reading, language and mathematics. The percentage of students at or above the national norm decreased in reading and mathematics. This decline in reading and mathematics was not as great as was true for the system, however. The decline in the percentage of students at or above the national norm in language was slightly greater than the system decline.

The difference between the percentage of students performing at or above the national norm in reading and mathematics at the original program schools and the same percentage of all students system-wide has declined since the program's inception. This indicates that the achievement gap that existed in program's inception. This indicates that the achievement gap that existed in 1984 between program students and all others throughout the district has been reduced. Whereas this difference has declined in each original program school in reading, it has declined at five of the original program schools in mathematics.

The eight program schools on average experienced less than the expected achievement gain in reading, in language and in mathematics. However, gains better than system average gains did occur in four schools in reading (Heinold, Hoffman, Rothenberg and Washington Park), in language at two schools (Hoffman and Washington Park) and in mathematics at four schools (Hays, Heinold, Hoffman and Washington Park).

A second year analysis of computer assisted instruction again revealed mixed results. Computer assisted instruction was associated with reading achievement progress greater than expected at five of the eight schools. This was true for two of the five schools using Wasatch labs and all four schools using Apple computer labs. Four of the eight schools used Apple computer labs for mathematics instruction. Mathematics achievement was associated with achievement equal to or greater than expected at three of these four schools.

The attendance rate for program schools decreased by 1.7 percentage points which was slightly more than the attendance rate decline for all elementary schools (-0.6 percentage points).

Retention rates declined for most grade levels (grades 2-6) at program schools in 1989-90.

Letters were sent home to all parents from school an average of almost two times each week. In addition, parents were contacted individually by phone, in person or in writing an average of approximately three times during the school year.

Each school received on average the equivalent of one full time person through volunteer hours served.

An average of 1,406 services were provided each school by the school counselor and 144 services were provided by the school nurse or school psychologist.

Parents and teachers averaged less positive attitudes toward school than corresponding groups throughout the system. Students, however, were slightly more positive about their school than all students throughout the system. Attitudes toward school for all three groups were slightly less positive than they were in the previous school year.

Additional modifications were made to the new five-year plan for the 1990-91 school year.

THE COALITION OF INNOVATIVE SCHOOLS PROGRAM

Introduction

The Coalition of Innovative Schools program (formerly Low-Achieving Schools) was implemented in September of 1984 in order to improve student achievement levels in the lowest achieving schools in the Cincinnati Public School District. The primary impetus for this program was the 1984 negotiated settlement between the Cincinnati Public Schools and the National Association for the Advancement of Colored People. This settlement, termed the Bronson Desegregation Settlement Agreement, not only established racial balance goals for the school system but also mandated special efforts to address the educational needs of students in these low-achieving schools. Approximately five million dollars, to be spent over a period of seven years (1984-85 through 1990-91), was allocated to this program under the terms of this agreement.

The seven lowest elementary schools in a ranking of schools based on student reading scores were selected for this program. These schools were Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, and Windsor elementary schools. The specific measure used to develop this ranking was the percentage of students scoring at or above the national norm in reading on the California Achievement Tests administered in April 1983. Oyler Elementary School was added to the program beginning with the 1989-90 school year as a result of the pairing of its students with Washington Park.[1] (See Appendix A for a map showing the location of each school.)

---

[1] Oyler and Washington Park were paired in 1989-90. Grade 1-6 students in both districts with a last name beginning with any letter from A to J now attend Oyler. Students with a last name beginning with any letter from K to Z attend Washington Park.

Program Description

The Coalition of Innovative Schools program was structured similarly at each of the seven schools in 1984 and changes in the program's original design have occurred over the last six years. During the spring of 1989 a major modification was made to the program design resulting in a new five-year plan more closely unifying the program once again. This new direction for the program also resulted in a name change from Low-Achieving Schools to Coalition of Innovative Schools. Table 1 provides an overview of the program at each school. (Please note that this table includes additional information specifically related to the program's design.)

Extra Personnel

The new program plan which began in the 1989-90 school year required the placement of a school counselor in each school. This person's role included implementing the district's adopted counseling program for the elementary grades as well as sharing with the school principal leadership of the Student-Focused Impact Team. Addressing the needs of students through a team approach was an integral part of the new plan. Each school's team included key staff members at each school (principal, assistant principal, counselor, psychologist or nurse, visiting teacher, etc.).and it was the responsibility of each team to coordinate needed services to children in an effort to provide a more efficient delivery system of such services. The team also reviewed and made appropriate recommendations for referred students.

A school nurse and school psychologist were assigned to serve all eight schools. While one provided services and was a member of the Student-Focused Impact Team at four schools, the other did the same at the other four schools in the program. However, each made their unique skills available to all eight schools.

An instructor assistant was placed in each school to continue the computer assisted instruction provided for students.

A director for the program was also appointed during the 1989-90 school year to provide daily assistance to schools. This person was responsible for guiding each school toward the success of the program's new plan.

Computerized Instruction

Wasatch computer labs were placed in four of the schools at the beginning of the first year of the program. These schools were Heberle, Hoffman, Windsor and Washington Park. Oyler received a Wasatch lab through ESEA Chapter 1 funds when it was incorporated into the program in the fall of 1989. This lab's main focus was reading instruction for students in intermediate grade levels.

Each original school received approximately 15 Apple computers. Schools have used these computers for both reading and mathematics instruction and all schools originally set up Apple computer labs. However two schools, Washington Park and Windsor, have since placed the Apple computers in specific classrooms or on mobile carts in an effort to more efficiently utilize these computers within their school.

During the 1989-90 school year two schools, Heberle and Windsor, continued their Writing to Read computer labs. These computer labs supported reading and writing instruction for grades K and 1 at Windsor and grade K at Heberle. Although all original seven schools received Writing to Read computer labs, the other schools have since discontinued their labs but most continue to use the computers in grades K and 1 classrooms. The computers remained in a lab setting at Washington Park but were used for writing activities only.

Remedial Instruction

Chapter 1 of the Elementary and Secondary Education Act (ESEA) provided remedial reading instruction to qualifying students in each school and offered each school in the first year of the program an opportunity to include in its remedial program a mathematics component. Two schools, Rothenberg and Windsor, elected this option in the first year of the program. Heberle continued this program during the 1989-90 school year.

Table 1. Summary of Instructional Program Enhancements in Coalition of Innovative Schools, 1989-90.

	Staff*			Comprehensive Plan Components						
School	Counselor	Instructor Assistant	Other	Staff Training	School Wide Assessment	Extended Instructional Time	Effective Delivery	Student Impact Team	Parental Involvement	Cultural Enrichment
Hays	1	1	.25 nurse	School Profile Session Improvement Planning Retreat Misc. monthly staff inservice sessions	Completed	Tutoring Program PM Saturday Program - (Discipline)	Self contained K - 6 with teaming. Most teachers have planning time each day. Effective Schools Grant Apple Lab - Gr. 2 - 6 Hoffman Laser Learning - 7 in Apple Lab and additional ones in intermediate L.A. classrooms Writing to Read in Gr. 1 classrooms	Met 4x/month Tuesday 2:30	Monthly parent meetings Misc. parent functions	Plan completed
Heberle	1	1	.25 nurse assistant principal (Gen Fund) 2.5 teachers (Alter. Funds) Attendance Monitor/Clerk (Ed. Mobility)	School Profile Session Improvement Planning Retreat MBIT Phase I Misc. monthly staff inservice sessions	Completed	ESEA 5 teachers 4x week AM Saturday Program	Intermediate remained departmentalized. Plans to convert to self contained classes in 90 91. Effective Schools Grant ESEA Math Apple Lab - Gr. 4 - 6 Hoffman Laser Learning - 1 in Wasatch Lab Wasatch Lab - Gr. 6 Writing to Read Lab - Gr. K only	Met 4x/month Tuesday 8:00	Monthly parent meetings Teachers made 3 contacts/week Misc. parent functions	Plan completed
Heinold	1	1	.25 psychologist assistant principal (Gen Fund) jr. high counselor (Gen Fund) 4 teachers (Alter. Funds) 6 instructor assistants (Alter. Funds)	School Profile Session Improvement Planning Retreat Misc. staff monthly inservice sessions	Completed	ESEA 2 teachers 3x week PM	IGE program in place. Most teachers had planning time each day. Apple Lab - Gr. 1 - 6 Writing to Read in Gr. K classrooms	Met 4x/month Tuesday 1:00	Misc. parent functions	Plan completed
Hoffman	1 (UDP)	1	.25 nurse Instructional Leader (UDP)	School Profile Session Improvement Planning Retreat Misc. staff bi-monthly inservice sessions	Completed	ESEA 2 teachers 3x week PM Saturday Tutoring	Remained self contained Gr. K - 6. Effective Schools Grant Apple Lab - Gr. 2 - 6 Wasatch Lab - Gr. 3 - 6	Met 1x/month Thursday 1:15	Misc. parent functions	Plan completed
Oyler	1	1	.25 psychologist 2 teachers (Alter. Funds) Home School Facilitator (DPPF) .2 nurse (Parting)	School Profile Session Improvement Planning Retreat ROPES MBIT Phase 1 Misc. staff inservice sessions	Completed	ESEA 3 teachers 3x week PM Counseling while in in school suspension	Self-contained classes with teaming. Teachers have planning time each day. Wasatch Lab - Gr. 3 - 6 (Chapter 1)	Met 1x/month Wednesday 2:15	Home school facilitator organized regular and frequent parent activities and information sessions	Plan completed
Rothenberg	1	1	.25 nurse .2 Gifted and Talented Teacher .5 assistant principal (Gen Fund) Attendance Monitor/Clerk (Ed. Mobility)	School Profile Session Improvement Planning Retreat ROPES Misc. staff inservice sessions	Completed	ESEA 5 teachers 3x week PM	Remained departmentalized 4-6. Apple Lab - Gr. 2 - 6 Writing to Read in Gr. K - 1 classrooms	Met 1x/month Wednesday 2:00	Counselor organized parent involvement Misc. parent functions	Plan completed
Washington Park	1	1	..25 psychologist .5 assistant principal (Gen Fund) .2 nurse (Health Department)	School Profile Session Improvement Planning Retreat ROPES MBIT - Phase 1 Misc. monthly staff inservice sessions	Completed	ESEA 2 teachers 2x week PM	Mixture of self-contained and departmentalization. Plans for all self-contained in 90 91. Teachers had some additional planning time during week. Effective Schools Grant Apple Computers - Gr. K - 6 in classrooms/carts Hoffman Laser Learning - 1 in Wasatch Lab Wasatch Lab - Gr. 4 - 6 Writing to Read Lab used for word processing only	Met 4x/month Tuesday 8:00	Monthly parent-gram Misc. parent functions	Plan completed
Windsor	1 (UDP)	1	.25 psychologist Instructional Leader (UDP) Health and Wellness Counselor (Chapter 2)	School Profile Session Improvement Planning Retreat ROPES Misc. monthly staff inservice sessions	Completed	ESEA 3 teachers 1x week PM Tutoring Programs PM	Remained departmentalized in 4 - 6 Apples in mathematics classroom & primary classrooms Hoffman Laser Learning - 1 in Wasatch Lab Wasatch Lab - Gr. 4 - 6 Writing to Read Lab - Gr. K - 1	Met 4x/month Thursday 1 2:00	Weekly parent newsletter Misc. parent functions	Plan completed

* Funding sources other than [illegible] are noted in parentheses

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Staff Inservice

Staff members at each school participated in various inservice training sessions planned at the school level. As noted in Table 1, several participated in the MIET (Maintaining and Improving Effective Teaching) training provided through Staff Development. This training continues for several years and some of the school staffs have completed all phases of the training.

At the beginning of the 1989-90 school year, each school participated in inservice training sessions designed to help each school´s staff plan efforts for school improvement. The training consisted of three sessions. The first was held after school at each of the respective school sites. At this session a staff member of the Planning, Research and Evaluation Branch reported various data including the academic performance of students over the last several years and the results of a teacher survey assessing school needs.

The second session was devoted to training in group dynamics and group problem solving. This was conducted by Emerson North Hospital staff at the hospital using their established ROPES program. (Hays, Heberle, Heinold and Hoffman staffs were unable to participate in this session due to inclement weather. Plans were made to complete this session the following school year.)

For the third session, each staff met either at Emerson North Hospital or Mt. Saint Joseph College where a first draft of a school improvement plan for each individual school was developed. Tri-Vector Consultants Inc. was contracted to provide facilitators for the plan development for this third day´s training.

In order for the staffs of these schools to meet during school hours for these final two sessions, central office personnel substituted for both teachers and administrators.

After the training was completed, the drafts were reviewed again by each school principal, school staff and central office personnel. A final plan was submitted to the Director of Coalition of Innovative Schools.

School-Wide Assessment

At the beginning of the 1989-90 school year, each school participated in a school-wide assessment of students in order to identify any student in need of special academic or social services. A roster for each homeroom at each school was prepared and classroom teachers began the assessment by identifying the needs of each individual student in ten predetermined categories. These rosters were then collected and the Student Impact Team reviewed the rosters to identify and to begin planning for ways to meet the needs of target students.

Extended Instructional Time

All eight schools had special tutoring programs for students either before or after school. Seven schools coordinated this effort through their Chapter 1 program. Chapter 1 funded teachers either began their work day later than the normal school day in order to continue their teaching day after school or they began their teaching day earlier than the normal school day. At Hays, the after-school tutoring was conducted by Porter students and Cincinnati Youth Collaborative volunteers. Three schools had Saturday programs for students.

Cultural Enrichment

In order to insure a broad range of cultural enrichment, each school developed and began a graded cultural enrichment plan for all students in the school. This plan identified important cultural experiences for children by grade level. Copies of each plan were submitted to the director of the program.

Student-Focused Impact Team

A Student-Focused Impact Team was organized at each school in the program in order to provide student services more efficiently. The teams met regularly at each building. Members of the team were the school principal, assistant principal, counselor, nurse, psychologist and visiting teacher.

Instructional Improvements in Previous Years

A summer school was funded at each of these schools for the first three years of the program. The summer school's purpose was both enrichment and remediation. This Bronson funded activity was replaced by the Cincinnati Public Schools' district-wide elementary summer school in 1987-88, which was designed to be more comprehensive and tailored to identified student needs.

Funds were used in the beginning years of the program to set up the aforementioned computer labs which supported reading and mathematics instruction. The Open Court basal reading program was also placed in each of the seven schools during the first year of the Coalition of Innovative Schools program. This reading program, however, was replaced by the district-wide K-12 Unified Reading/Communication Arts Program in 1988-89. This new reading program included the teaching of a broad range of skills in the areas of reading, speaking, listening, thinking and writing.

Instructional leaders were provided to six of the seven original schools for the first five years of the program. These positions were replaced with school counselor positions when the new plan was adopted for the 1989-90 school year.

See Appendix B for a summary of program components for each school year since 1984-85.

Program Budget

Reported in Table 2 is the estimated cost of the Coalition of Innovative Schools program for the 1988-89 school year. Over one half million dollars was allocated for the program.

Table 2. Coalition of Innovative Schools Program Estimated Costs, 1989-90.

School	Certificated Personnel	Civil Service Personnel	Fringe Benefits	Consultants	Supplies/ Inservice	Total
Hays	$ 45,200	$ 11,300	$14,100	$2,100	$6,500	$79,200
Heberle	48,300	11,300	14,900	2,100	6,500	$83,100
Heinold	48,700	11,300	15,000	2,100	6,500	83,600
Hoffman*	7,200	11,300	4,600	2,100	6,500	31,700
Oyler	30,100	11,300	10,400	2,100	6,500	60,400
Rothenberg	45,600	12,900	14,600	2,100	6,500	81,700
Washington Park	29,800	11,300	10,400	2,100	6,500	60,100
Windsor*	7,900	11,300	4,800	2,100	6,500	32,600
TOTALS	**$262,800**	**$92,000**	**$88,800**	**$16,800**	**$52,000**	**$512,400**

* Recieved additional program personnel from Urban Demonstration Project (UDP). Thus, dollar amount does not include UDP funds.

Staff and Student Characteristics

Thirty-two percent or more of each school's staff had master's degrees or above. The percentage of black staff members at each school was between 28% and 48%. Almost all students at each school were from families with low incomes. The percentage of black students from each school ranged from 61.6% to 99.7%. Provided in Tables 3 and 4 are these and other descriptive data of the staff and student populations of each school.

Table 3. Descriptive Data of Each School Staff in Coalition of Innovative Schools, October 1989.

School	Total Number Staff	Average Age of Staff	Percent of Staff With Master's Degree or Above	Race and Gender			
				Black		White	
				M	F	M	F
Hays	32	38	34%	3%	38%	3%	56%
Heberle	43	52	47%	9%	35%	7%	49%
Heinold	42	42	43%	7%	26%	17%	50%
Hoffman	22	38	41%	0%	50%	5%	45%
Oyler	41	42	51%	2%	32%	15%	51%
Rothenberg	33	41	56%	0%	33%	9%	58%
Washington Park	34	44	41%	0%	29%	9%	62%
Windsor	21	44	52%	0%	33%	10%	57%

Table 4. Descriptive Data of Each Student Population in Coalition of Innovative Schools, 1989-90.

School	ADM*	ADA*	Attendance Rate	Percent Black	Percent from Low-Income Families**	Promotion Rate	Number Suspensions	Number Expulsions
Hays	456	413	90.6%	89.8%	98.5%	92.8%	25	0
Heberle	814	735	90.3	63.7	94.4	94.3	89	8
Heinold	509	454	89.2	69.9	93.5	88.2	133	0
Hoffman	344	311	90.4	99.7	94.5	96.1	12	0
Oyler	472	413	87.5	43.6	90.2	95.4	103	2
Rothenberg	552	486	88.3	89.7	95.4	95.4	82	1
Washington Park	445	395	88.8	59.9	94.0	98.0	72	1
Windsor	350	313	89.4	98.6	90.5	96.0	295	0

* ADM/ADA = Average Daily Membership/Average Daily Attendance.

** Based on the number of students in free or reduced lunch program.

Evaluation Results

The new plan for the Coalition of Innovative Schools required an investigation into several new areas, however, improvement in reading and mathematics achievement remained the primary objective of the program. Since the original identification of schools in the program was done on school rankings of the percentage of students at or above the national norm on the California Achievement Tests, it was important to investigate improvement in these school rankings. To do this analysis, it was necessary to determine each school's actual achievement performance first.

Student Achievement on Standardized Tests

The California Achievement Tests (Form E) were administered in April 1990 to all students in the Cincinnati Public Schools in grades K-11. The schools in the Coalition of Innovative Schools program participated in this district-wide testing program along with all other schools. Data reported herein from 1984 to 1987 reflect results from Forms C and D (an earlier version) of the California Achievement Tests grades 1-6 at each school except Heinold where grades 1-8 are reported. Although system averages reported for these years are for grades 1-6 and grades 1-8, any comparisons of the program to the system average were made against the grade 1-6 system average. Also, since the ealier battery of tests with older norm data was used between 1984 and 1987 and a new battery with more current norm data was used beginning in 1988, direct comparisons between these two different test series should not be made.

Included in this section is a presentation of evaluation results for the program and each school in the following areas:

- Distribution of student achievement in the low, average and above average categories. The percentage of students at or above the national norm and the change in achievement since 1984.
- Achievement progress in normal curve equivalents (NCEs) as well as achievement progress by grade and school.
- School rankings im the percentage of students at or above the national norm.
- Comparisons between actual and predicted NCEs in new state testing program.

Achievement Distribution and Percentage of Students At or Above National Norm

The number and percentage of students in the eight program schools in the three stanine categories - below average (stanines 1, 2 and 3), average (stanines 4, 5 and 6) and above average (stanines 7, 8 and 9) - are reported in Table 5. The data indicate that 44.8% of these students were in the average achievement range in reading, with 50.5% in the below average range, and with 4.7% in the above average achievement range. In the average range in language achievement were 45.2% of all students, while 49.1% were below average in language and 5.7% were in the above average range. In mathematics 44.2% were in the average achievement range, with 46.7% in the below average range, and 9.1% in the above average achievement range.

This achievement distribution remains dissimilar to the system average. The program schools continue to have approximately the same percentage of students in the below average range as the average range, and a very small proportion of students in the above average range in both reading, language and mathematics. In the system distribution of achievement in reading, language and mathematics approximately 50% of students were in the average range, approximately 30% in the below average range and the remaining students (20%) were in the above average range.

Table 5. Achievement Distribution in Total Reading (TR), Total Language (TL) and Total Mathematics (TM) Achievement Scores for Coalition of Innovative Schools, California Achievement Tests (Form E), April 1990.

	NUMBER AND PERCENTAGE OF STUDENTS BY STANINE CATEGORY								
	Below Average Stanines 1-3			Average Stanines 4-6			Above Average Stanines 7-9		
	TR	TL	TM	TR	TL	TM	TR	TL	TM
School	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)	N (%)
Hays	183 (55.1)	173 (52.1)	134 (40.7)	146 (44.0)	147 (44.3)	165 (50.2)	3 (0.9)	12 (3.6)	30 (9.1)
Heberle	331 (52.5)	305 (49.2)	321 (51.4)	277 (43.9)	290 (46.8)	263 (42.1)	23 (3.6)	25 (4.0)	40 (6.4)
Heinold	163 (45.2)	186 (51.2)	155 (42.6)	182 (50.4)	170 (46.8)	186 (51.1)	16 (4.4)	7 (1.9)	23 (6.3)
Hoffman	75 (28.7)	63 (24.0)	51 (19.4)	145 (55.6)	153 (58.4)	131 (49.8)	41 (15.7)	46 (17.6)	81 (30.8)
Oyler	216 (64.7)	212 (63.5)	202 (61.0)	113 (33.8)	114 (34.1)	116 (35.0)	5 (1.5)	8 (2.4)	13 (3.9)
Rothenberg	217 (57.9)	208 (55.5)	197 (52.7)	149 (39.7)	156 (41.6)	158 (42.2)	9 (2.4)	11 (2.9)	19 (5.1)
Washington Park	151 (48.4)	146 (46.8)	171 (54.8)	152 (48.7)	151 (48.4)	129 (41.3)	9 (2.9)	5 (4.8)	12 (3.8)
Windsor	126 (43.4)	125 (43.1)	117 (40.1)	134 (46.2)	125 (43.1)	130 (44.5)	30 (10.3)	40 (13.8)	45 (15.4)
Average	**1462 (50.5)**	**1418 (49.1)**	**1348 (46.7)**	**1298 (44.8)**	**1306 (45.2)**	**1278 (44.2)**	**136 (4.7)**	**164 (5.7)**	**263 (9.1)**
System Average (1-6)	**7455 (31.5)**	**6800 (28.8)**	**7582 (32.0)**	**12940 (54.6)**	**12708 (53.8)**	**11765 (49.6)**	**3296 (13.9)**	**4128 (17.5)**	**4380 (18.5)**

A comparison of the percentage of students at or above the national norm in the Coalition of Innovative Schools from 1984 to 1990 is shown in Table 6 (see also Figures 1, 2 and 3). Since an earlier battery of the California Achievement Tests with older norms was used between 1984 and 1987 and a new battery with more current norms was used beginning in 1988, direct comparisons between these two different test series cannot be made.

Between 1988-89 and 1989-90 the program schools experienced a decrease in the percentage of students at or above the national norm in reading, language and mathematics achievement.[2] However, the decline in reading and mathematics was less than the decline experienced by students on average throughout the system.

In reading achievement, the average decline for program schools was 3.6 percentage points while the average decline throughout the system was 4.3 percentage points. In mathematics the average decline was 1.9 percentage points and the average system decline was 3.6. In language the average drop was 2.6 percentage points and the system decline on average was 1.8.

Found in Appendix C are figures displaying the percentage of students at or above the national norm in reading, language and mathematics for each individual program school and for the system in grades 1-6 for 1988-90 and 1989-90.

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[2] The results for Oyler were not included in the computation of the program average for 1989-90 because doing so would have eliminated the ability to compare the program average to the previous years' data. Including Oyler in the program average for previous years would have been inappropriate since Oyler was not in the program during these years.

Table 6. Percentage of Students At or Above National Norm for Coalition of Innovative Schools, 1984 to 1990.

	PERCENTAGE OF STUDENTS AT OR ABOVE THE NATIONAL NORM							
SCHOOL	1984	1985	1986	1987	1988	1989	1990	Gain 1989-1990
	READING							
Hays	26.0%	28.7%	35.4%	29.4%	14.6%	19.6%	13.9%	-5.7
Heberle	25.3	32.5	35.3	40.9	19.0	23.1	15.2	-7.9
Heinold	27.6	28.9	43.1	44.7	24.5	21.7	18.3	-3.4
Hoffman	37.3	43.3	56.3	58.3	30.2	33.5	42.1	+8.6
Oyler	32.7	36.7	40.5	39.6	15.1	19.4	11.9	-7.5
Rothenberg	22.4	27.4	27.2	24.3	12.8	12.7	14.7	+2.0
Washington Park	23.2	35.5	40.1	35.1	22.4	24.3	18.6	-5.7
Windsor	27.8	24.2	41.7	42.8	29.4	34.7	29.3	-5.4
Program Average*	**26.8%**	**32.5%**	**39.4%**	**39.4%**	**21.7%**	**23.7%**	**20.1%**	**-3.6**
System Average(1-6)	**52.6%**	**53.4%**	**56.5%**	**56.4%**	**40.5%**	**41.8%**	**37.5%**	**-4.3**
System Average(1-8)	**52.4%**	**51.6%**	**55.5%**	**55.2%**	**40.2%**	**41.0%**	**37.3%**	**-3.7**
	LANGUAGE**							
Hays					18.7%	17.8%	13.9%	-3.9
Heberle					18.1	23.0	18.1	-4.9
Heinold					17.1	18.3	15.4	-2.9
Hoffman					32.4	36.3	46.2	+9.9
Oyler					14.4	19.1	13.7	-5.4
Rothenberg					12.7	14.8	11.7	-3.1
Washington Park					20.4	22.1	20.8	-1.3
Windsor					25.4	34.9	28.6	-6.3
Program Average*					**20.1**	**23.2**	**20.6%**	**-2.6**
System Average(1-6)					**39.5**	**42.4**	**40.6%**	**-1.8**
System Average(1-8)					**38.6%**	**41.2%**	**40.0%**	**-1.2**
	MATHEMATICS							
Hays	40.7%	48.6%	53.7%	47.2%	29.1%	21.7%	29.8%	+8.1
Heberle	46.6	45.4	55.9	59.5	38.3	27.3	21.3	-6.0
Heinold	38.8	40.0	52.0	55.1	34.1	26.0	23.4	-2.6
Hoffman	39.7	37.9	64.3	67.8	41.4	42.8	59.7	+16.9
Oyler	29.5	42.6	44.7	44.8	22.6	26.4	15.7	-10.7
Rothenberg	22.4	29.6	31.0	23.4	19.0	20.4	17.9	-2.5
Washington Park	39.1	39.0	43.8	43.5	20.1	22.0	16.0	-6.0
Windsor	28.4	35.0	59.9	65.9	39.6	45.5	30.5	-15.0
Program Average*	**37.0%**	**39.3%**	**50.4%**	**52.2%**	**32.1%**	**28.4%**	**26.5%**	**-1.9**
System Average(1-6)	**58.1%**	**58.4%**	**62.2%**	**62.8%**	**46.4%**	**45.3%**	**41.7%**	**-3.6**
System Average(1-8)	**57.1%**	**56.5%**	**60.6%**	**61.2%**	**44.6%**	**43.5%**	**40.1%**	**-3.4**

* Oyler was not included in program average.
** Language was not included in the battery until 1987-88.

Figure 1. Reading Achievement in Coalition of Innovative Schools, April 1989 and April 1990.

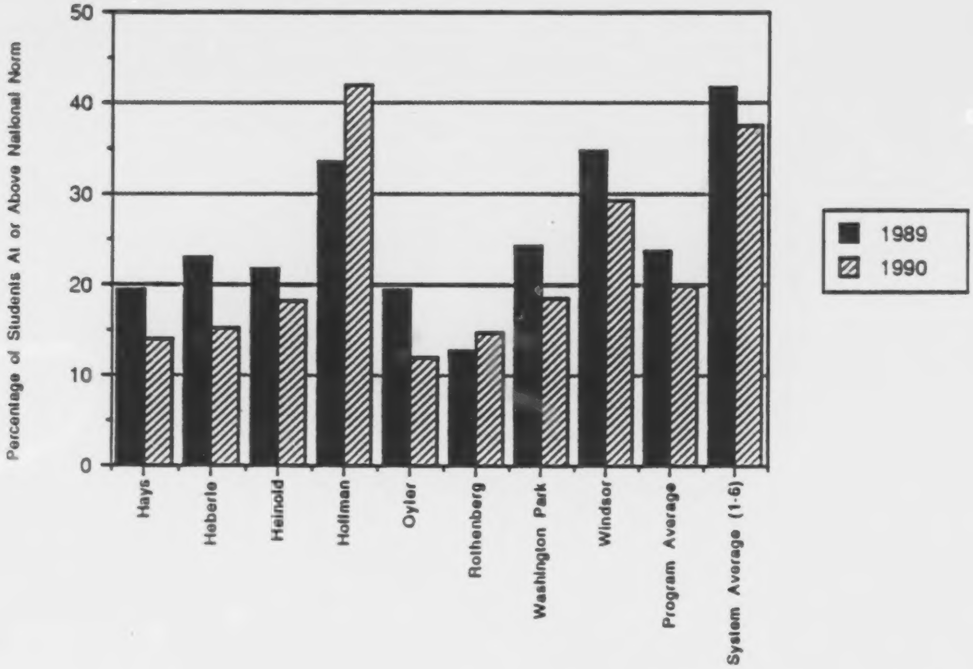


Figure 2. Language Achievement in Coalition of Innovative Schools, April 1989 and April 1990.

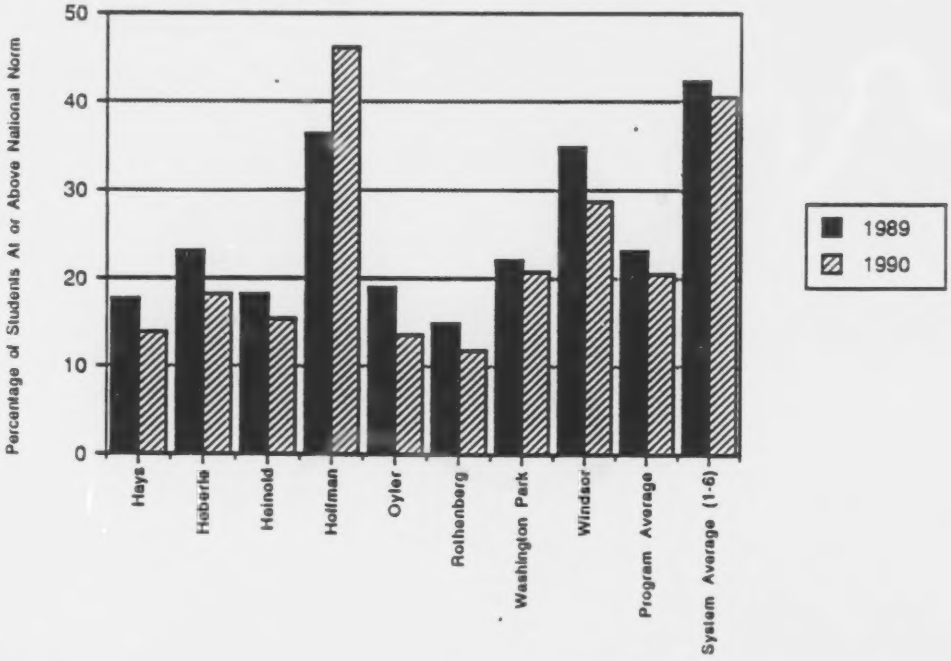
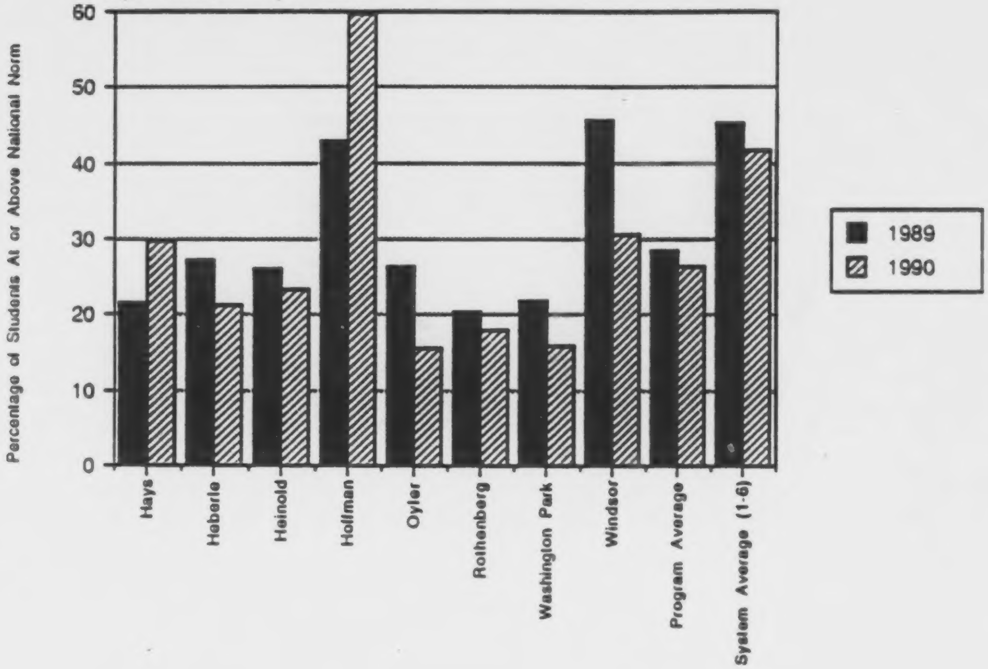


Figure 3. Mathematics Achievement in Coalition of Innovative Schools, April 1989 and April 1990.



Change in Achievement Since 1984. As noted above, the two different batteries of the California Achievement Tests should not be compared, however, a longitudinal comparison based on the deviation of the program schools' average versus the system's average can be made using the percentage of students scoring at or above the national norm. The deviation of the program schools versus the system (see Table 7) was 25.8 percentage points in reading and 21.1 percentage points in mathematics in favor of the system in April 1984 just prior to the installation of the program. In 1990, the deviation was 17.4 percentage points in reading and 15.2 percentage points in mathematics in favor of the system. Thus, the achievement in these schools has narrowed over time in relation to systemwide achievement levels (see Figure 4).

For each of the original seven program schools the deviation between 1984 and 1989 decreased in reading. In mathematics, the deviation decreased for five schools. The schools with the greatest decrease in this difference over the six years were Hoffman, Windsor and Washington Park in reading and Hoffman, Windsor and Rothenberg in mathematics.

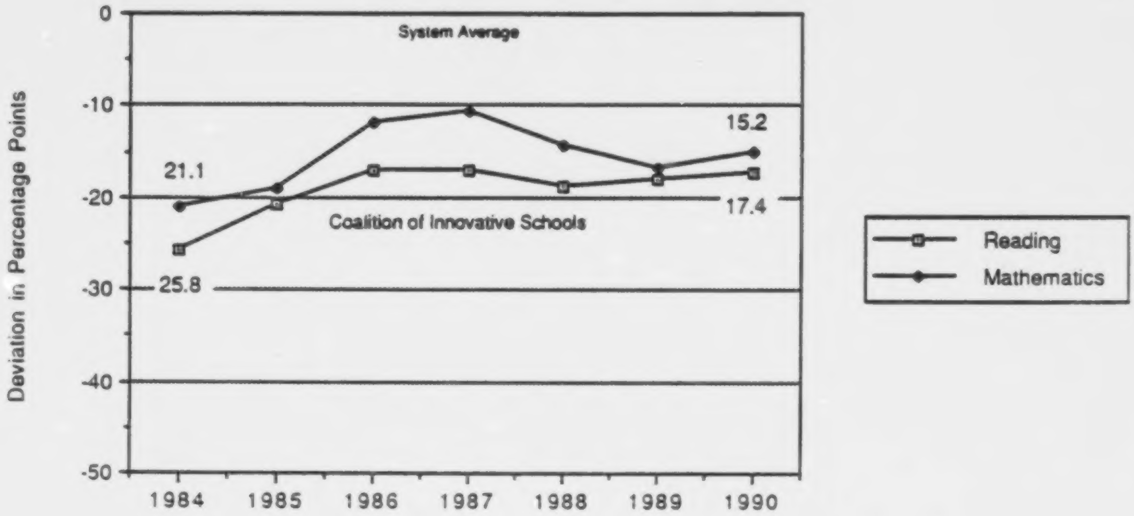
Most recently, from 1989 to 1990, this achievement gap was reduced in reading from 18.1 percentage points to 17.4 for all original schools, and decreased in mathematics from 16.9 percentage points to 15.2.

Table 7. **Deviation Between Coalition of Innovative Schools and System Average in Percentage of Students At or Above the National Norm in Reading and Mathematics, 1984 and 1990.**

School	Percentage Point Deviation from System Average 1984	1990	Change 1984 to 1990
	R E A D I N G		
Hays	-26.6	-20.6	-6.0
Heberle	-27.3	-22.3	-5.0
Heinold	-25.0	-19.2	-5.8
Hoffman	-15.3	+4.6	-19.9
Oyler	-19.9	-25.6	+5.7
Rothenberg	-30.2	-22.8	-7.4
Washington Park	-29.4	-18.9	-10.5
Windsor	-24.8	-8.2	-16.6
Average*	**-25.8**	**-17.4**	**-8.4**
	M A T H E M A T I C S		
Hays	-17.4	-18.1	+0.7
Heberle	-11.5	-20.4	+8.9
Heinold	-19.3	-18.3	-1.0
Hoffman	-18.4	+18.0	-36.4
Oyler	-28.6	-26.0	-2.6
Rothenberg	-35.7	-23.8	-11.9
Washington Park	-19.0	-25.7	+6.7
Windsor	-29.7	-13.1	-16.6
Average*	**-21.1**	**-15.2**	**-5.9**

* Oyler was not included in program average.

Figure 4. Difference Between Coalition of Innovative Schools and System Average in Percentage of Students At or Above the Nation Norm, 1984 Through 1990.



Achievement Progress

Achievement gain data in normal curve equivalents (NCEs) for students in program schools on the California Achievement Tests are presented in Table 8. NCEs are equal unit scores on a scale that ranges from 1 to 99 with an average of 50 and a standard deviation of 21. Reading achievement scores for promoted students in grades 1-8 who were tested in April of 1989 and again in April of 1990 are included. In language, only scores for grades 3-8 are included because the necessary baseline data are not obtained during the test administration for the computation of gains in language for grades 1 and 2. For the same reason, neither can gains be computed in mathematics for grade 1.

In reviewing the gain data it is important to remember that if students maintain their NCE scores from year to year (resulting in 0 gain), they are meeting the expected achievement gain based on the norm group. A gain in average NCEs from one testing date to another indicates that more than expected achievement gain occurred. Conversely, a loss in average NCEs indicates less than expected achievement gain.

An analysis of the data in Table 8 reveal that Coalition of Innovative Schools program students on average had less than the expected achievement gain in reading (-3.5 NCEs), language (-1.8 NCEs) and mathematics (-3.4 NCEs) for 1989-90. However, slightly smaller losses were experienced by students in all three areas throughout the system.

Despite the less than positive results in NCE gains for the program as a whole, several positive findings for the program can be noted:

1. Half of the program schools did show achievement growth greater than the system average in reading and mathematics.
2. NCE gains for program students in grades 5-8 were greater than the system average gains in language and mathematics (CIS language: 0.0 NCE, system language: -0.6 NCE; CIS mathematics: -1.1 NCE, system mathematics: -2.5 NCEs).
3. NCE gains for program students in grade 5 were equal to system average gains in reading (CIS reading: -1.4 NCEs, system reading: -1.4 NCEs).
4. NCE gains for program students in grade 3 were greater than the system average in reading and language (CIS reading: -0.8 NCE, system reading: -1.5 NCEs; CIS language: -0.4 NCE, system language: -0.8 NCE).

Hoffman experienced gains in all three achievement areas. Washington Park had an NCE gain in language achievement while Hays reported an NCE gain in mathematics. All other schools experienced small to moderate losses in NCEs, except Oyler which had larger losses in both reading and mathematics and Heberle and Windsor where losses in mathematics were larger as well.

Identified in Table 9 are the grades at each program school where achievement gain equaled or exceeded the gain of students throughout the system. In 25 of the possible 50 comparisons, reading achievement gains were greater than the system average. In 14 of the 34 comparisons in language, gains were greater than the system average. Mathematics gains were greater than the system average in 20 of the 42 comparisons.

Table 8. Achievement Status and Gains for Reading, Language and Mathematics of Matched Promoted Students in Coalition of Innovative Schools California Achievement Tests (Form E), 1989 to 1990.

School	Average NCE 1989	Average NCE 1990	Number of Students	Gain 1989-90
		READING		
Hays	36.7	31.1	268	-5.6
Heberle	37.9	32.8	510	-5.1
Heinold	38.3	36.1	327	-2.2
Hoffman	46.0	46.7	218	+0.7
Oyler	36.5	29.0	259	-7.5
Rothenberg	33.4	31.8	326	-1.6
Washington Park	36.3	35.2	267	-1.1
Windsor	44.2	40.3	256	-3.9
Program Average	**38.3**	**34.8**	**2431**	**-3.5**
System Average (Grades 1-6)	**47.7**	**44.7**	**20618**	**-3.0**
System Average (Grades 1-8)	**47.3**	**44.7**	**25596**	**-2.6**
		LANGUAGE		
Hays	37.8	34.8	136	-3.0
Heberle	37.9	34.0	302	-3.9
Heinold	35.7	32.9	241	-2.9
Hoffman	45.7	50.6	138	+5.0
Oyler	34.5	31.7	171	-2.8
Rothenberg	35.2	32.2	196	-3.1
Washington Park	35.2	37.7	177	+2.5
Windsor	40.5	37.3	164	-3.2
Program Average	**37.5**	**35.7**	**1525**	**-1.8**
System Average (Grades 3-6)	**48.9**	**47.4**	**13241**	**-1.5**
System Average (Grades 3-8)	**48.3**	**47.0**	**18197**	**-1.3**
		MATHEMATICS		
Hays	39.4	41.4	187	+2.0
Heberle	39.7	33.1	423	-6.6
Heinold	40.3	37.9	279	-2.4
Hoffman	48.5	53.8	178	+5.3
Oyler	37.2	31.1	214	-6.1
Rothenberg	36.4	31.6	262	-4.8
Washington Park	35.5	32.7	231	-2.8
Windsor	46.5	39.8	217	-6.7
Program Average	**40.1**	**36.7**	**1991**	**-3.4**
System Average (Grades 2-6)	**49.3**	**46.5**	**17056**	**-2.8**
System Average (Grades 2-8)	**49.3**	**46.1**	**22024**	**-3.2**

Table 9. Coalition of Innovative Schools NCE Gains Which Met Expected NCE Gain of Zero and/or Equaled or Exceeded NCE System Gains by Grade Level, April 1990.

	GRADE LEVEL							
School	1	2	3	4	5	6	7	8
	TOTAL READING							
Hays					+	*	NA	NA
Heberle					*		NA	NA
Heinold	*		+		*		*	+
Hoffman	*		+	*	*	*	NA	NA
Oyler			*		*		NA	NA
Rothenberg	+	*			+	*	NA	NA
Washington Park	*		+	+		*	NA	NA
Windsor	*	*					NA	NA
	TOTAL LANGUAGE							
Hays	NA	NA	+		+		NA	NA
Heberle	NA	NA					NA	NA
Heinold	NA	NA			+			
Hoffman	NA	NA	+	*		+	NA	NA
Oyler	NA	NA				+	NA	NA
Rothenberg	NA	NA			+	+	NA	NA
Washington Park	NA	NA	+	+		+	NA	NA
Windsor	NA	NA			*	+	NA	NA
	TOTAL MATHEMATICS							
Hays	NA	*		+	+	+	NA	NA
Heberle	NA						NA	NA
Heinold	NA	*		+	+	#	*	*
Hoffman	NA	*	+			+	NA	NA
Oyler	NA					#	NA	NA
Rothenberg	NA	*			+		NA	NA
Washington Park	NA		+	+		#	NA	NA
Windsor	NA	*					NA	NA

* = Met or exceeded NCE system gain.

# = Met or exceeded expected NCE gain of zero.

+ = Met or exceeded NCE system gain and met or exceeded expected NCE gain of zero.

N/A = Gain scores not computed for this grade level.

School Rankings by Achievement Level

The seven original schools participating in the Coalition of Innovative Schools Program were selected initially because they had the lowest percentage of students at or above the national norm among all elementary schools in the system in reading on the 1983 administration of the California Achievement Tests. A new ranking of schools was prepared based on April 1990 test results, and the rankings of Coalition of Innovative Schools Program schools were reviewed to determine whether improvements in rankings had been realized. Results of this analysis are summarized in Table 10 and indicate that six schools improved their ranking in reading achievement since 1984 while the ranking in mathematics improved for five schools.

Table 10. Rankings of Coalition of Innovative Schools on the Percentage of Students At or Above the National Norm in Reading and Mathematics, April 1984 Through April 1990.*

	RANK AMONG ALL ELEMENTARY SCHOOLS							
School	1984	1985	1986	1987	1988	1989	1990	Gain 1984 to 1990
	READING							
Hoffman	11	17	28	33	18	21	40	+29
Oyler	8	12	9	7	3	4	1	-7
Windsor	6	1	11	10	17	26	23	+17
Heinold	5	4	12	13	10	8	7	+2
Hays	4	3	6	2	2	5	2	-2
Heberle	3	6	5	8	7	9	4	+1
Washington Park	2	10	8	3	8	10	8	+6
Rothenberg	1	2	1	1	1	1	3	+2
	MATHEMATICS							
Heberle	17	14	19	21	21	10	6	-11
Hays	9	18	15	9	9	3	20	+11
Hoffman	8	4	34	39	25	26	52	+44
Washington Park	7	6	5	5	2	4	3	-4
Heinold	6	7	5	5	2	5	9	+3
Oyler	3	10	7	6	4	7	1	-2
Windsor	2	2	27	35	24	32	21	+19
Rothenberg	1	1	1	1	1	2	4	+3

* Rankings for 1990 range from 1 for the lowest school to 60 for the highest school and were based upon the percentage of students scoring at or above the national norm.

Predicted Average NCE Scores

As the result of a new state testing program, standardized ability tests were administered to students in grades 4, 6 and 8 throughout the system during the same time of the California Achievement Tests administration. On the basis of performance on the ability test, predicted achievement performance was established. On average throughout the system, students at the three grade levels tested exceeded their predicted performance in all three achievement areas.

The Coalition of Innovative Schools participated in this testing program. Results are presented in Table 11. The data indicate that on average, students in program schools at grades 4 and 6 also met or exceeded their predicted scores in all three achievement areas. Students in grade 8 met or exceeded their predicted score in reading and mathematics. The school which exceeded its predicted score in grade 8 mathematics by the largest margin throughout the system was Heinold IGE Elementary School.

Table 11. Actual and Predicted Average NCE Scores for Grades 4, 6 and 8 at Coalition of Innovative Schools, April 1990.

GRADE 4

School	N	READING		LANGUAGE		MATHEMATICS	
		Predicted	Actual	Predicted	Actual	Predicted	Actual
Hays	43	30.1	31.5	30.1	28.1	29.7	45.0
Heberle	93	30.8	31.5	31.0	29.9	30.2	29.4
Heinold	44	29.5	33.7	29.9	29.4	29.2	28.8
Hoffman	47	37.2	47.1	36.4	46.9	35.7	57.4
Oyler	58	28.6	28.4	29.1	29.0	28.8	25.0
Rothenberg	62	33.3	32.9	33.2	31.2	32.6	32.8
Washington Park	34	29.5	32.7	30.0	32.8	29.6	33.3
Windsor	50	34.0	36.6	33.8	34.5	33.0	34.1
PROGRAM AVERAGE	**431**	**31.6**	**33.9**	**31.7**	**32.4**	**31.1**	**34.7**
SYSTEM AVERAGE	**3692**	**40.7**	**45.0**	**40.3**	**45.8**	**39.3**	**45.9**

GRADE 6

School	N	READING		LANGUAGE		MATHEMATICS	
		Predicted	Actual	Predicted	Actual	Predicted	Actual
Hays	26	34.6	36.2	35.2	37.7	35.9	43.6
Heberle	65	33.2	35.1	33.4	38.1	33.9	36.9
Heinold	39	31.8	32.0	32.2	32.5	33.2	38.3
Hoffman	35	35.3	39.9	35.5	45.2	35.5	48.7
Oyler	34	32.1	23.4	32.1	29.7	32.0	29.3
Rothenberg	48	30.7	31.7	31.4	36.3	31.7	32.4
Washington Park	41	32.8	32.8	33.4	37.1	33.6	33.0
Windsor	30	34.6	33.7	34.9	43.7	35.1	38.5
PROGRAM AVERAGE	**318**	**33.0**	**33.2**	**33.3**	**37.4**	**33.7**	**37.1**
SYSTEM AVERAGE	**3218**	**43.0**	**44.3**	**43.2**	**46.3**	**42.3**	**49.0**

GRADE 8

School	N	READING		LANGUAGE		MATHEMATICS	
		Predicted	Actual	Predicted	Actual	Predicted	Actual
Heinold	51	33.1	34.7	34.2	33.2	33.0	38.2
SYSTEM AVERAGE	**2508**	**43.9**	**47.1**	**44.3**	**46.1**	**43.8**	**44.9**

Student Achievement On Locally Developed Tests

During the 1989-90 school year the Writing Instructional Assessment Test and the Reading Instructional Assessment Test were administered to students throughout the system. The Writing Assessment Test was administered to students in grades 3, 6, 8 and 11 during Fall 1989 and the Reading Assessment Test was administered to grades K-12 three times during the school year with the final test administered Spring 1990.

These tests are locally developed and designed to assess student mastery of the objectives contained in the district's reading/communication arts program.

Results of the Writing Instructional Assessment Test

The Writing Instructional Assessment Test consists of two writing prompts to which students respond first in draft form and then in final form for grading. Responses to these two writing prompts elicit two of three writing types: persuasive, imaginative, or explanatory. Although this test has been administered in previous years, because of the change in types of writing assessed each year it is inappropriate to compare performance across years.

Reported in Table 12 are mean scores of writing samples by grade level for 1989-90 only. A scale of 1-6 was used in judging the writing samples. Scores of 3 and 4 were considered average writing samples for the grade level. These data reveal that the program schools on average scored approximately one-half scale point below the system average on each prompt at each grade. Grade 3 students at Hays and Washington Park scored only slightly below the system average, however, grade 3 students at Hoffman scored approximately one-half scale point above the system average. Grade 6 students at Rothenberg scored similarly to the system average while grade 6 students at Hays scored only slightly below the system average on one of the two writing prompts.

Since persuasive writing was tested at grades 3 and 6 in 1989-90 and in 1988-89 it was possible to investigate changes in performance across these two years. The average performance of grade 3 students in program schools increased during this period while the average performance for grade 6 students declined.

Table 12. Mean Scores of the Instructional Assessment Test in Writing for Coalition of Innovative Schools, Fall 1989.

School	GRADE LEVEL 3		GRADE LEVEL 6		GRADE LEVEL 8	
	Explanatory Writing	Persuasive Writing	Imaginative Writing	Persuasive Writing	Imaginative Writing	Persuasive Writing
Hays	2.6	2.6	2.8	2.1		
Heberle	2.1	2.1	2.6	2.2		
Heinold	2.1	2.0	2.5	2.1	2.5	2.5
Hoffman	3.5	3.2	2.5	2.1		
Oyler	2.3	2.5	2.3	2.5		
Rothenberg	2.0	2.1	2.8	2.9		
Washington Park	2.5	2.7	2.1	2.2		
Windsor	2.1	2.1	2.5	2.0		
PROGRAM AVERAGE	**2.3**	**2.4**	**2.5**	**2.3**	**2.5**	**2.5**
SYSTEM AVERAGE	**2.9**	**2.8**	**3.0**	**2.9**	**2.8**	**2.9**

The ranking of each school's average score on the Writing Assessment Test is reported in Table 13. Slightly over 50% of all average scores were among the lowest eight in the rankings of all schools. Grade 3 students at Hays and Washington Park were in the upper range of the bottom third of all students. Grade 6 students at Rothenberg were among the middle third range for all schools, and Grade 3 Hoffman students out performed more than 84% of all other third grades in the total system.

Table 13. Ranking of Writing Instructional Assessment Test Results for Coalition of Innovative Schools, 1989-90.*

School	GRADE LEVEL					
	3		6		8	
	Explanatory Writing	Persuasive Writing	Imaginative Writing	Persuasive Writing	Imaginative Writing	Persuasive Writing
Hays	15	16	21.5	4.5		
Heberle	3.5	3	10.5	8		
Heinold	3.5	1	6	4.5	7	5
Hoffman	54	51	6	4.5		
Oyler	7.5	12	3	14		
Rothenberg	1	3	21.5	36		
Washington Park	9	20.5	1	8		
Windsor	3.5	3	6	1.5		
RANGE	1-57	1-58	1-54	1-51	1-17	1-18

* Based on a ranking of approximately 58 schools for grades K-6. Schools ranked 1-19 fell in the bottom third of all schools, schools ranked 20-39 fell in the middle third, and schools ranked 40-59 fell in the top third of all schools. Rankings for grades 7 and 8 were based on approximately 17 schools. Schools rated 1-5 fell in the bottom third.

Results of the Reading Instructional Assessment Test

Reported in Table 14 is the mean percentage of correct responses by grade level of each program school for 1988-89 and 1989-90 for the final Reading Instructional Assessment Test. Total scores at grades 1-2 are comprised of subtests in vocabulary, comprehension and word analysis. At grade 3 there are subtests in vocabulary, comprehension and capitalization and punctuation. The subtests at grades 4-6 are vocabulary, comprehension and language. At grades 7-8 total scores are computed from subtest scores in various subject areas (English, mathematics, science and social studies).

Approximately 60% of all rankings were not among the lowest eight of all schools. Rankings of scores for each school by grade level are reported in Table 15.

Table 14. Percentage of Correct Responses on the Final Instructional Assessment Test in Reading for Coalition of Innovative Schools, 1988-89 and 1989-90.

School	KINDERGARTEN		GRADE ONE		GRADE TWO		GRADE THREE		GRADE FOUR	GRADE FIVE	GRADE SIX	GRADE SEVEN		GRADE EIGHT	
	88-89	89-90	88-89	89-90	88-89	89-90	88-89	89-90	89-90	89-90	89-90	88-89	89-90	88-89	89-90
Hays	79.5%	85.7%	60.0%	60.6%	74.1%	65.2%	61.6%	62.4%	41.9%	52.2%	46.7%				
Heberle	79.1	80.4	58.9	66.2	69.9	63.9	64.7	54.7	42.4	50.5	47.3				
Heinold	87.2	83.3	68.3	70.9	78.2	70.4	63.8	66.0	50.6	57.2	38.1	50.9	44.5%	53.2	47.5%
Hoffman	83.4	83.3	73.6	72.0	80.8	76.5	75.2	78.6	61.2	57.8	53.4				
Oyler	80.0	83.8	64.3	59.4	70.9	66.6	58.4	67.3	39.3	51.2	37.1				
Rothenberg	77.7	75.5	56.7	68.7	71.4	61.4	72.1	54.7	46.3	52.5	45.2				
Washington Park	80.5	80.9	67.1	69.5	71.0	67.9	61.8	73.2	46.3	50.8	46.5				
Windsor	89.1	84.2	77.0	77.4	74.9	75.7	70.1	56.0	49.1	55.6	50.9				
SYSTEM AVERAGE	84.0%	85.2%	73.2%	74.5%	78.9%	75.4%	72.7%	70.3%	60.4%	62.4%	55.2%	57.0%	53.5%	58.1%	56.6%

Table 15. Ranking of Final Reading Instructional Assessment Test Results Total Score for Coalition of Innovative Schools, 1989-90.*

School	GRADE LEVEL								
	K	1	2	3	4	5	6	7	8
Hays	36	5	5	6.5	2	9	10	—	--
Heberle	10	10	2	1.5	3	3.5	11	--	--
Heinold	22.5	19	14	14	11	14	3	4	4
Hoffman	22.5	22	33	54	30.5	15.5	27	--	—
Oyler	25	3	9	20	1	7	2	—	--
Rothenberg	3	14	1	1.5	4	10	8	--	--
Washington Park	11	17	11	42	5	5	9	--	—
Windsor	26	34	30	3	10	12	22	--	--
RANGE	**1-56**	**1-59**	**1-58**	**1-59**	**1-56**	**1-56**	**1-52**	**1-16**	**1-17**

* Based on a ranking of approximately 58 schools for grades K-6. Schools ranked 1-19 fell in the bottom third of all schools, schools ranked 20-39 fell in the middle third, and schools ranked 40-59 fell in the top third of all schools. Rankings for grades 7 and 8 were based on approximately 17 schools. Schools rated 1-5 fell in the bottom third.

Achievement and Computer Assisted Instruction

A key component of the Coalition of Innovative Schools program was computer assisted instruction in reading and mathematics. Instruction in the Wasatch computer labs at five program schools was focused on reading improvement for grades 4-6. Apple computer labs were in operation at four schools for reading and mathematics instruction. Instructional time spent in each computer lab was not additional instructional time given to reading or mathematics, but was part of the block of time normally devoted to regular classroom instruction.

The use of computer assisted instruction in these schools was analyzed by comparing the effect of the total reading or total mathematics programs in the grade levels of the program schools using computer assisted instruction with predicted program effects. These predicted effects were computed based upon student achievement results in all other elementary schools in the system. A statistical procedure termed regression analysis was used for each of the following comparisons.

Using the average 1989 total reading or total mathematics NCE on the California Achievement Tests (Form E) as a pretest score and the average 1990 total reading or total mathematics NCE as a posttest score of students at each district school, a best fitting linear equation for each set of data points was computed. All averages were computed based on scores of matched promoted students from each school.

The regression line (or prediction equation) allowed the evaluator to compute a predicted average posttest score for each school using the school's pretest results as input data. These predicted scores were then compared with the actual posttest scores. Schools whose actual average posttest score exceeded the predicted score could be said to have a program which effected achievement in students greater than expected. Schools whose actual average posttest score was less than the predicted average score could be said to have a program which did not produce achievement in students as well as expected.

It cannot necessarily be concluded that for schools which did not meet the predicted posttest score that their computer assisted instruction had no benefit for students or that it had a negative impact. It can be said for these schools, however, that if computer assisted instruction is academically beneficial for their students it did not have enough supplemental benefit to raise student achievement levels the same amount as that being achieved in the majority of other school programs across the system.

Wasatch Computer Labs

Students in grades 4-6 at Hoffman, Oyler, Washington Park and Windsor received computer assisted reading instruction in Wasatch computer labs each week. Presented in Table 16 are the results of the analysis of regression indicating that two of these five schools exceeded their average predicted posttest score. The total reading programs at Hoffman and Washington Park, which included computer assisted instruction in a Wasatch computer lab for grades 4-6, were associated with higher than expected achievement for their students. Grade 6 students only at Heberle were serviced by the Wasatch lab. An analysis for sixth grade students revealed that their predicted score was not met.

Table 16. Pretest, Posttest and Predicted Scores in Reading for Matched Promoted Students in Coalition of Innovative Schools Grades 4-6 Receiving Computer Assisted Instruction in Wasatch Computer Labs, April 1990.

School	Average Pretest NCE	Average Posttest NCE	Predicted Average Posttest NCE	Number of Students	Difference* (Posttest Score-Predicted Score)
Hoffman	44.6	43.3	42.0	110	+1.3
Oyler	32.0	27.5	28.3	120	-0.8
Washington Park	34.7	33.5	31.2	126	+2.2
Windsor	39.5	33.8	36.4	118	-2.6

Prediction Equation: Predicted Score = -6.2 + (1.08 X Pretest Score)

* Differences ranged between -3.1 and +3.4 for all district schools.

Reading and Apple Computer Labs

Apple computers were used for reading instruction support in four program schools. Varying grades were served at each of these schools but grades 4-6 were served in each school and, therefore, these grades were used in the analysis.

Student achievement in all four schools was higher than predicted (see Table 17). Therefore, the total reading program for Hays, Heinold, Hoffman and

Rothenberg, which included the use of computer assisted instruction for grades 4-6, was associated with higher than expected achievement.

Table 17. Pretest, Posttest and Predicted Reading Scores for Matched Promoted Grades 4-6 Coalition of Innovative Schools Program Students Receiving Computer Assisted Reading Instruction in Apple Computer Labs, April 1990.

School	Average Pretest NCE	Average Posttest NCE	Predicted Average Posttest NCE	Number of Students	Difference* (Posttest Score-Predicted Score)
Hays	35.5	33.2	32.2	96	+1.0
Heinold	36.9	34.1	33.6	120	+0.4
Hoffman	44.6	43.5	42.0	103	+1.3
Rothenberg	33.2	31.4	29.6	150	+1.8

Prediction Equation: Predicted Score = -6.2 + (1.08 X Pretest Score)

* Differences ranged between -3.1 and +3.4 for all district schools.

Mathematics and Apple Computer Labs

Apple computer labs were used in four schools for mathematics instruction in grades 4-6. The total mathematics program for Hays and Heinold students was associated with higher than expected student academic progress. Students at Rothenberg, however, matched their predicted score (see Table 18).

Table 18. Pretest, Posttest and Predicted Scores in Mathematics for Matched Promoted Coalition of Innovative Schools Students Grades 4-6 in an Apple Computer Lab at Coalition of Innovative Schools, April 1990.

School	Average Pretest NCE	Average Posttest NCE	Predicted Average Posttest NCE	Number of Students	Difference* (Posttest Score-Predicted Score)
Hays	34.6	43.9	32.3	92	+11.6
Heberle	39.9	32.7	37.8	217	-5.0
Heinold	36.2	34.2	33.9	121	+0.3
Rothenberg	34.9	32.6	32.6	143	+0.0

Prediction Equation: Predicted Score = -3.6 + (1.04 X Pretest Score)

* Differences ranged between -9.1 and +11.6 for all district schools.

Attendance

Attendance rates are reported for each quarter of the 1989-90 school year in Table 19. A comparison was made of these attendance rates to the previous year's rates to determine where improvement had occurred. The results of this analysis indicate that with very few exceptions attendance did not improve at any of the eight schools. Overall attendance rates declined by 1.7 percentage points. This was a larger decline that the system experienced at the elementary level.

Although an attendance rate decline occurred at each school, the decline at Hays and Rothenberg was not as large as the system average decline.

Table 19. Attendance Rates for Coalition of Innovative Schools, 1988-89 and 1989-90.

	QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4			TOTAL YEAR		CHANGE
School	88-89	89-90	+/-*	88-89	89-90	+/-	88-89	89-90	+/-	88-89	89-90	+/-	88-89	89-90	88 TO 89
Hays	94.6	94.0	-	91.3	90.9	-	88.8	90.0	+	89.4	87.1	-	91.1	90.6	-0.3
Heberle	93.6	93.2	-	89.2	89.4	+	91.0	90.2	-	90.0	88.7	-	90.8	90.3	-0.6
Heinold	93.7	92.4	-	91.2	87.8	-	89.7	89.4	-	89.4	87.0	-	90.9	89.2	-1.8
Hoffman	94.4	90.5	-	92.3	90.8	-	92.0	91.3	-	92.0	88.7	-	92.7	90.4	-2.3
Oyler	91.9	90.4	-	87.8	86.4	-	88.6	88.3	-	87.9	85.8	-	89.0	87.5	-1.6
Rothenberg	90.6	90.2	-	88.3	88.1	-	87.8	88.8	+	86.7	85.1	-	88.4	88.3	-0.3
Washington Park	94.6	91.3	-	90.7	86.9	-	89.6	89.1	-	88.0	88.0	0	90.7	88.8	-1.9
Windsor	94.6	92.5	-	92.8	85.9	-	92.9	90.9	-	93.3	88.1	-	93.6	89.4	-4.0
All Program Schools													91.0	89.3	-1.7
All Elementary Schools	95.4	94.3	-	92.6	91.1	-	91.9	92.8	+	92.2	91.4	-	93.0	92.4	-0.6
All Students Grades K-6	95.5	94.4	-	92.6	91.1	-	91.9	92.8	+	92.4	91.7	-	93.1	92.5	-0.6
All Students Grades K-8	94.9	93.9	-	91.9	90.6	-	91.2	92.0	+	91.3	90.6	-	92.3	91.9	-0.4

* - = Decrease in attendance rate from 88-89 to 89-90.
+ = Increase in attendance rate from 88-89 to 89-90.
0 = No change from 88-89 to 89-90.

Retention Rates

Retention rates for grades 2 through 6 declined in the Coalition of Innovative Schools from 1988-89 to 1989-90 (see Table 20). The largest decline of 2.3 percentage points occurred at grade 4. Also, at grades K, 4 and 6 retention rates were lower than the system average. Because of an increase in retention rates at grades 1, 7 and 8, overall retention rates remained the same, however. The retention rate of 4.7% for program schools for grades K-6 was only slightly higher than the system-wide rate for the same grades of 4.4% for 1989-90.

Table 20. Retention Rates for Coalition of Innovative Schools, June 1989 and June 1990.

School	Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Total[1]	
	88-89	89-90	88-89	89-90	88-89	89-90	88-89	89-90	88-89	89-90	88-89	89-90	88-89	89-90	88-89	89-90	88-89	89-90	88-89	89-90
Hays	0.0% (N=0)	0.0 (N=0)	16.0% (N=12)	15.8% (N=17)	9.7% (N=5)	4.7% (N=3)	11.2% (N=5)	1.8% (N=1)	15.4% (N=6)	6.2% (N=3)	3.3% (N=1)	19.5% (N=7)	0.0% (N=0)	10.0% (N=3)	—		—		7.1% (N=29)	7.2% (N=34)
Heberle	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	13.2 (N=18)	0.0 (N=0)	6.2 (N=8)	0.0 (N=0)	5.4 (N=7)	0.0 (N=0)	7.3 (N=7)	0.0 (N=0)	6.0 (N=6)	0.0 (N=0)	0.0 (N=0)	—		—		0.0 (N=0)	5.7 (N=46)
Heinold	0.0 (N=0)	0.0 (N=0)	19.5 (N=13)	14.1 (N=8)	13.1 (N=6)	10.3 (N=5)	6.4 (N=3)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	8.9 (N=4)	2.2 (N=1)	25.6 (N=12)	9.1 (N=4)	5.0 (N=3)	33.4 (N=14)	29.8 (N=14)	46.2 (N=24)	10.2 (N=57)	11.8 (N=60)
Hoffman	0.0 (N=0)	2.0 (N=1)	15.2 (N=10)	17.0 (N=11)	5.3 (N=2)	2.2 (N=1)	4.2 (N=2)	0.0 (N=0)	3.8 (N=2)	0.0 (N=0)	16.7 (N=7)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	—		—		6.6 (N=23)	3.9 (N=13)
Oyler	1.4 (N=2)	1.6 (N=1)	20.0 (N=19)	14.3 (N=11)	3.8 (N=3)	5.2 (N=3)	3.1 (N=2)	3.5 (N=2)	5.5 (N=4)	3.2 (N=2)	5.9 (N=3)	7.9 (N=4)	2.0 (N=1)	0.0 (N=0)	—		—		5.6 (N=36)	4.6 (N=24)
Rothenberg	0.0 (N=0)	0.0 (N=0)	16.3 (N=13)	20.0 (N=17)	22.9 (N=13)	7.8 (N=6)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	3.0 (N=2)	4.2 (N=2)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	—		—		6.1 (N=28)	4.6 (N=25)
Washington Park	0.0 (N=0)	1.2 (N=1)	9.0 (N=8)	6.7 (N=4)	6.9 (N=5)	3.2 (N=2)	10.2 (N=7)	1.8 (N=1)	20.7 (N=13)	1.9 (N=1)	8.1 (N=5)	0.0 (N=0)	2.0 (N=1)	0.0 (N=0)	—		—		7.5 (N=39)	2.0 (N=9)
Windsor	2.0 (N=1)	0.0 (N=0)	4.7 (N=3)	11.2 (N=6)	6.7 (N=3)	8.4 (N=5)	0.0 (N=0)	5.7 (N=3)	2.5 (N=1)	0.0 (N=0)	6.5 (N=2)	0.0 (N=0)	0.0 (N=0)	0.0 (N=0)	—		—		3.1 (N=10)	4.0 (N=14)
Program Total	0.5% (N=3)	0.5% (N=3)	11.6% (N=78)	14.3% (N=92)	7.1% (N=37)	6.0% (N=33)	4.0% (N=19)	3.0% (N=14)	5.5% (N=26)	3.2% (N=15)	6.2% (N=24)	4.2% (N=18)	3.9% (N=14)	2.0% (N=7)	5.0% (N=3)	33.4% (N=14)	29.8% (N=14)	46.2% (N=24)	4.6%[2] 5.5%[3]	4.7%[2] 5.6%[3]
System Total	0.7%	1.7%	-9.6%	10.7%	4.6%	4.7%	3.1%	2.6%	3.7%	3.5%	3.5%	3.7%	2.8%	3.3%	26.3%	32.9%	23.3%	25.5%	4.2%[2] 8.0%[3]	4.4%[2] 9.0%[3]

[1] Includes all ungraded and special education students.

[2] Percentage for K-6.

[3] Percentage for K-8.

Suspensions

The number of students suspended from Coalition of Innovative Schools increased from 625 to 811 in 1989-90. The total number of suspensions represents 20.6% of the total average daily membership of program schools. The same figure for all elementary schools was 8.2%. However, Hoffman had very few suspensions and the number of suspensions decreased at Hays, Oyler and Washington Park (see Table 21). The number of suspensions at Windsor rose sharply and accounted for most of the overall increase.

Table 21. Number of Suspensions in Coalition of Innovative Schools, 1987 to 1990.

School	1986-1987	1987-1988	1988-1989	1989-1990
Hays	32	48	73	25
Heberle	143	249	22	89
Heinold (K-6)	57	93	119	133
Hoffman	17	8	11	12
Oyler	26	61	161	103
Rothenberg	35	36	50	82
Washington Park	47	87	187	72
Windsor	1	2	2	295
Total Number of Suspensions - CIS	358	584	625	811
Total CIS ADM	3,823	3,810	3,971	3,942
Suspensions as Percent of ADM	9.4%	15.3%	15.7%	20.6%
Total Number of Elementary Suspensions	2,007	2,544	2,709	2,646
Total Elementary ADM	29,806	30,695	31,084	32,159
Suspensions as Percent of Total Elementary ADM	6.7%	8.3%	8.7%	8.2%

Efforts to Communicate With Parents

A first attempt was made during the 1989-90 school year to capture the extent to which key staff members at each of the Coalition of Innovative Schools made contact with parents. (Data were collected from October 1989 through May 1990.) Principals, assistant principals, school counselors and visiting teachers logged each month the various times they made contact with parents concerning some significant academic or social concern of students. No comparable data was collected for schools throughout the system; therefore, system comparisons cannot be made.

A total of 1912 home visits were made, representing approximately 50% of the average daily membership of all program schools. Most home visits were made by visiting teachers. Principals and school counselors were responsible for most of the written communication efforts to parents of the entire student body. An average of 73 letters were sent home to each family which equates to slightly less than 2 each week. A total of 7,968 individual parent conferences were held (by phone or in person) and 3,342 parent letters were sent, representing an average of approximately three personal contacts per student. See Table 22 for a complete listing of the findings of this data collection effort.

Table 22. Efforts to Communicate with Parents at Coalition of Innovative Schools, 1989-90.

Type of Communication	Principal		Assistant Principal		School Counseling		Visiting Teacher		All	
	Average	Total	Average	Total	Average	Total	Average	Total	Average	Total
Home Visit	27	219	3	25	11	88	198	1580	239	1912
Parent Conference by Phone	232	1858	76	606	117	933	176	1408	601	4805
Parent Conference	142	1134	79	633	119	951	56	445	395	3163
Parent Conference with Small Group	28	226	4	33	7	54	4	28	43	341
Parent Conference with Large Group	9	70	1	8	2	14	2	17	14	109
Written	191	1531	85	678	55	439	87	694	418	3342
Written to Small Group	17	138	6	48	9	70	0	1	32	257
Written to Total School	32	255	7	59	34	268	0	1	73	583

Special Student Services

All Coalition of Innovative Schools received a full time school counselor and .25 school nurse or .25 school psychologist. Efforts were made to record the number of additional student services these staff members provided each school from October 1989 through May 1990. Presented in Table 23 and 24 are the total number of student services provided along with the average number provided each school.

Over 11,000 additional student services were provided by school counselors. These services ranged from individual student counseling to referrals for school services provided by other district personnel. Over 1,000 services were provided by the school nurse and school psychologist. However, both the school nurse and school psychologist were hired and began their programs several months after the school year began.

Table 23. Number of Services Provided to Coalition of Innovative Schools by School Counselors, 1989-90.

Type of Service	Average Number of Services	Total Number of Services
Individual Counseling	370	2958
Small Group Counseling	181	1448
Large Group Counseling	207	1657
Teacher/Staff Conferences	309	2462
Referral to Community Agency	108	867
Referral to School Service	40	318
Other Service	191	1525
TOTAL	**1406**	**11,235**

Table 24. Number of Services Provided to Coalition of Innovative Schools by School Nurse and School Psychologist, 1989-90.

Type of Service	Average Number of Services	Total Number of Services
Individual Counseling	51	409
Small Group Counseling	30	236
Large Group Counseling	14	112
Teacher/Staff Conferences	37	293
Referral to Community Agency	5	38
Referral to School Service	1	8
Other Service	6	47
TOTAL	**144**	**1143**

Volunteer Hours

The number of volunteer hours was collected for each school from October 1989 through April 1990. Approximately 170 volunteer hours of service were donated to each school in the program each month. This equals approximately one additional full-time staff member on average at each school. Reported in Table 25 is the average number of volunteer hours served at program schools for each month.

Table 25. Number of Volunteer Hours Served at Coalition of Innovative Schools 1989-90.

Month	Total Volunteer Hours	Average Per School
October	1542	193
November	1683	210
December	1187	148
January	1320	165
February	1172	147
March	1060	133
April	1486	186
TOTAL	**9450**	**1181**

Attitudes Toward School

The Cincinnati Public Schools' School Information System (SIS) surveys were administered to students, teachers and parents in the spring of 1990 in order to measure attitudes concerning various school topics and concerns. Students, their parents and teachers of Coalition of Innovative Schools were surveyed as part of this effort to assess their attitude toward school. There were five items on each survey designed to measure how these three groups felt about their school.

Student Attitudes

In April 1990 SIS surveys were administered to over 10,000 grade 4-6 students, 1078 of which were students in Coalition of Innovative Schools. The average percentage of YES responses (students could select YES, NO or UNDECIDED) to five selected items for all program schools is found in Table 26.

Average student responses to all but one of the five items were equal to or more positive than average student responses throughout the system. Students at Rothenberg, Heinold and Windsor were consistently more positive than the other schools on each probe and were more positive than the system average as well. Overall, student attitudes remained approximately the same as they were in the previous school year.

Table 26. Student Attitudes Toward School, Coalition of Innovative Schools, Grades 4-6, April 1990.

	PERCENTAGE OF YES RESPONSES										
Items	Hays (N=110)	Heberle (N=202)	Heinold (N=125)	Hoffman (N=114)	Oyler (N=138)	Rothenberg (N=149)	Washington Park (N=123)	Windsor (N=117)	CIS Average (N=1078)	System Average (N=10,127)	Difference
I like school.	71%*	67%*	66%*	64%*	61%	83%*	59%	71%*	68%	64%	+4
I like my school.	45	44	54	52	46	59	51	56	50	58	-8
My teachers care about me.	67	70	73*	66	73*	79*	72	85*	73*	73	0
School helps me feel good about myself.	70*	62	72*	47	62	69*	56	68*	63*	63	0
Most of my school work is interesting.	70*	70*	73*	61	67*	77*	67*	71*	70*	63	+7

* Greater than or equal to system average.

Teacher Attitudes

The SIS teacher survey was administered in May 1990 to 2,899 teachers. A total of 250 surveys were returned by teachers from the Coalition of Innovative Schools program. Teachers rated items with a 1 (poor) to 7 (excellent) rating scale, with 4 considered average.

Reported in Table 27 are the mean ratings of teachers at each school to five selected items which assess teacher attitude toward school. Responses of teachers at Heinold, Hoffman, Oyler and Washington Park most closely resembled the system average. For Hoffman, Oyler and Washington Park, attitudes were more positive than in the previous school year. Mean responses to "General quality of teaching in our school" remained the most consistent of responses across all schools and on average it was the item most similar to the system average.

Teacher attitudes toward school at these schools were on average from .31 to .99 scale points below system average responses. Average program teacher attitudes were very similar to measured attitudes in 1988-89. However, the differences between teachers´ average ratings and the average ratings of teachers throughout the system in these five items increased.

Table 27. Teacher Attitudes Toward School, May 1990.

	AVERAGE RESPONSE (1-7)										
Items	Hays (N=24)	Heberle (N=40)	Heinold (N=37)	Hoffman (N=21)	Oyler (N=39)	Rothenberg (N=35)	Washington Park (N=32)	Windsor (N=22)	CIS Average (N=250)	System Average (N=2899)	Difference
Satisfaction with my teaching assignment.	3.58	4.95	5.68	5.05	5.59	4.59	5.22	4.82	5.01	5.88	-.87
General quality of teaching in our school.	4.79	4.85	5.54*	5.29	5.15	5.43	5.31	5.05	5.19	5.50	-.31
Administration(s) cooperation with the teachers in our school.	4.38	4.38	4.73	4.65	4.77	4.26	5.34	3.36	4.53	5.38	-.85
My morale as it relates to my school.	2.96	4.03	4.68	4.50	5.10	3.63	4.88	3.09	4.20	5.19	-.99
Staff morale in our school	2.33	3.25	3.84	3.80	3.87	2.94	4.53*	2.82	3.47	4.27	-.80

*Greater than or equal to system average.

Parent Attitudes

The SIS parent survey was administered in April 1990. Eight hundred one of the 10,831 parents responding were parents of students in Coalition of Innovative Schools. The average percentage of YES responses (respondents could select YES, NO or UNDECIDED) to five selected items reflecting attitudes toward school are reported in Table 28.

Parents attitudes were generally less positive than all parents throughout the district. However, parents were as positive as parents throughout the system in response to the question asking whether or not they believed teachers took a personal interest in their child.

Parents at Hoffman and Washington Park were more positive than parents throughout the system in response to 4 of the 5 items.

Table 28. Parent Attitudes Toward School, May 1990.

	PERCENTAGE OF YES RESPONSES										
Items	Hays (N=162)	Heberle (N=206)	Heinold (N=170)	Hoffman (N=80)	Oyler (N=191)	Rothenberg (N=143)	Washington Park (N=153)	Windsor (N=59)	CIS Average (N=1164)	System Average (N=10,386)	Difference
Does your child's school teach what you think should be taught?	78%	80%	81%	83%	80%	69%	88%*	69%	79%	85%	-6
Are you satisfied with the quality of teaching at your child's school?	69	66	71	80*	70	62	83*	79*	71	79	-8
Has the school done a good job of teaching your child basic skills such as reading?	78	83	85	96*	80	82	82	83	83	86	-3
Do you believe your child's teachers take a personal interest in him/her?	64	66*	62	78*	63	59	70*	66*	65*	65	0
Do you feel your school's programs are meeting the individual needs of your child?	64	60	64	78*	60	59	69*	55	63	70	-7

* Greater than or equal to system average.

Design for School Excellence

The success of schools throughout the district have been evaluated each year since 1984-85 through Design for School Excellence. Schools are awarded merit in a total of ten different categories when their performance meets a specified criterion. Schools are identified as merit schools if they receive merit in a certain number of the ten indicators which must include reading and mathematics achievement and interracial understanding.

Three Coalition of Innovative Schools (Oyler, Windsor and Hoffman) have been designated a merit school once since the program's beginning in 1984-85. Hoffman received merit school status most recently in 1988-89. (Results for 1989-90 are not presently available.)

Reported in Table 29 is the number of years in which each of the Coalition of Innovative Schools received merit status in the different merit indicators in the five school years for which data are available, 1984-85 through 1988-89. All schools received merit status in eight or more of the categories at least one time during this period. Hays, Rothenberg and Windsor have received merit for their achievement in all ten categories at least one time since 1984-85.

Table 29. Number of Times Merit Has Been Awarded to Coalition of Innovative Schools in Each of the Ten Design for School Excellence Merit Indicators, 1984-85 Through 1988-89.

School	Reading Achievement	Mathematics Achievement	Student Attendance	Interracial Understanding	Writing Achievement	Staff Attendance	Discipline	Teacher Attitudes	Parent Attitudes	Student Attitudes
Hays	1	3	1	4	1	1	3	2	3	3
Heberle	0	1	2	1	0	3	1	3	3	2
Hoffman	1	2	2	4	0	1	2	1	3	1
Heinold	1	1	1	3	0	1	2	3	2	2
Oyler	1	1	3	3	0	2	3	2	1	2
Rothenberg	1	1	1	2	3	1	1	1	1	3
Washington Park	1	2	1	3	0	3	1	1	1	1
Windsor	1	2	4	4	1	3	3	1	4	2

Modifications to Coalition of Innovative Schools Plan for 1990-91

Several important changes will occur for the Coalition of Innovative Schools program for the 1990-91 school year. Most significantly is the change in the ESEA Chapter 1 program at each school. The federal regulations governing Chapter 1 have allowed school districts to be more flexible with their funding for reading instruction and improvement. All eight schools applied for and received approval to begin school-wide Chapter 1 projects. Parents, teachers and the school principal of each school together developed a plan governing the use of their Chapter 1 funding. These new Chapter 1 plans will allow each school to replace the traditional Chapter 1 pull-out model of reading instruction with an emphasis on smaller class sizes, i.e., Chapter 1 funds will be used to place additional regular classrooms teachers in each school. Each project will also fund additional personnel (e.g., home-school facilitator, school nurse and school psychologist) for improving parental involvement and increasing student services. Only Coalition of Innovative Schools and three other elementary schools (Washburn, Whittier and Winton Place) were invited to participate in this new Chapter 1 design.

Extended instructional time for students, a component of the Coalition of Innovative Schools plan, will be provided by teachers working under supplemental contracts after school.

This component also will be expanded through participation in Earn and Learn, a program sponsored by the Ohio Educational Improvement Fund. Sixth grade classes at these schools will participate in an extended day program three days a week. Curricular activities will center around field trips taken after school and on weekends.

These schools will also receive support through the addition of art, music or physical education teachers, assistant principals and visiting teachers where needed. Each school will have at least a half-time assistant principal and one art, music or physical education teacher. Hays, Oyler, Rothenberg and Windsor will have an additional half-time visiting teacher.

Finally, a new academic competition is being developed in cooperation with the University of Cincinnati for the academically talented students at the Coalition of Innovative Schools. Tutors will be provided by the university to assist students in preparing for this Brain Bowl. Competition will be held in the spring of the school year.

Summary

For the sixth year the Coalition of Innovative Schools program provided Hays, Heberle, Heinold, Hoffman, Rothenberg, Washington Park, and Windsor Elementary Schools additional support for the purpose of improving the performance of their students in reading and mathematics. A new five-year plan for the program was adopted and was initiated in the 1989-90 school year which included Oyler Elementary School for the first time. Its 1989-90 budget was slightly over five hundred thousand dollars.

An analysis of achievement test results for 1989-90 indicated that most students performed in the average or below average stanine categories in reading, language and mathematics. The percentage of students at or above the national norm decreased in reading and mathematics by 3.6 and 1.9 percentage points, respectively. This decline in reading and mathematics was not as great as was true for the system, however.

The difference between the percentage of students performing at or above the national norm in reading and mathematics at the original program schools and the same percentage of all students system-wide has declined since the program's inception (reading: 1984 - 25.8, 1990 - 17.4; mathematics: 1984 - 21.1, 1990 - 15.2). This indicates that the achievement gap that existed in 1984 between program students and all others throughout the district has been reduced. Whereas this difference has declined in each original program school in reading, it has declined at five of the program schools in mathematics.

An analysis of gains in normal curve equivalents (NCE) for 1989-90 indicated that the eight program schools on average experienced a loss in reading (-3.5 NCEs), in language (-2.6 NCEs) and in mathematics (-3.4 NCEs). However, gains better than system average gains did occur in four schools in reading (Heinold, Hoffman, Rothenberg and Washington Park), in language at two schools (Hoffman and Washington Park) and in mathematics at four schools (Hays, Heinold, Hoffman and Washington Park).

A second year analysis of computer assisted instruction again revealed mixed results. Computer assisted instruction was associated with reading achievement progress greater than expected at five of the eight schools. This was true for two of the five schools using Wasatch labs and all four schools using Apple computer labs. Four of the eight schools used Apple computer labs for mathematics instruction. Mathematics achievement was associated with achievement equal to or greater than expected at three of these four schools.

The attendance rate for program schools decreased by 1.7 percentage points which was slightly more than the attendance rate decline for all elementary schools (-0.6 percentage points).

Retention rates declined for most grade levels (grades 2-6) at program schools in 1989-90.

Letters were sent home to all parents from school an average of slightly less than two times each week. In addition, parents were contacted individually by phone, in person or in writing an average of approximately three times during the school year.

An average of 1,406 services were provided each school by the school counselor and 144 services were provided by the school nurse or school psychologist.

Each school received on average the equivalent of one full time person through volunteer hours served.

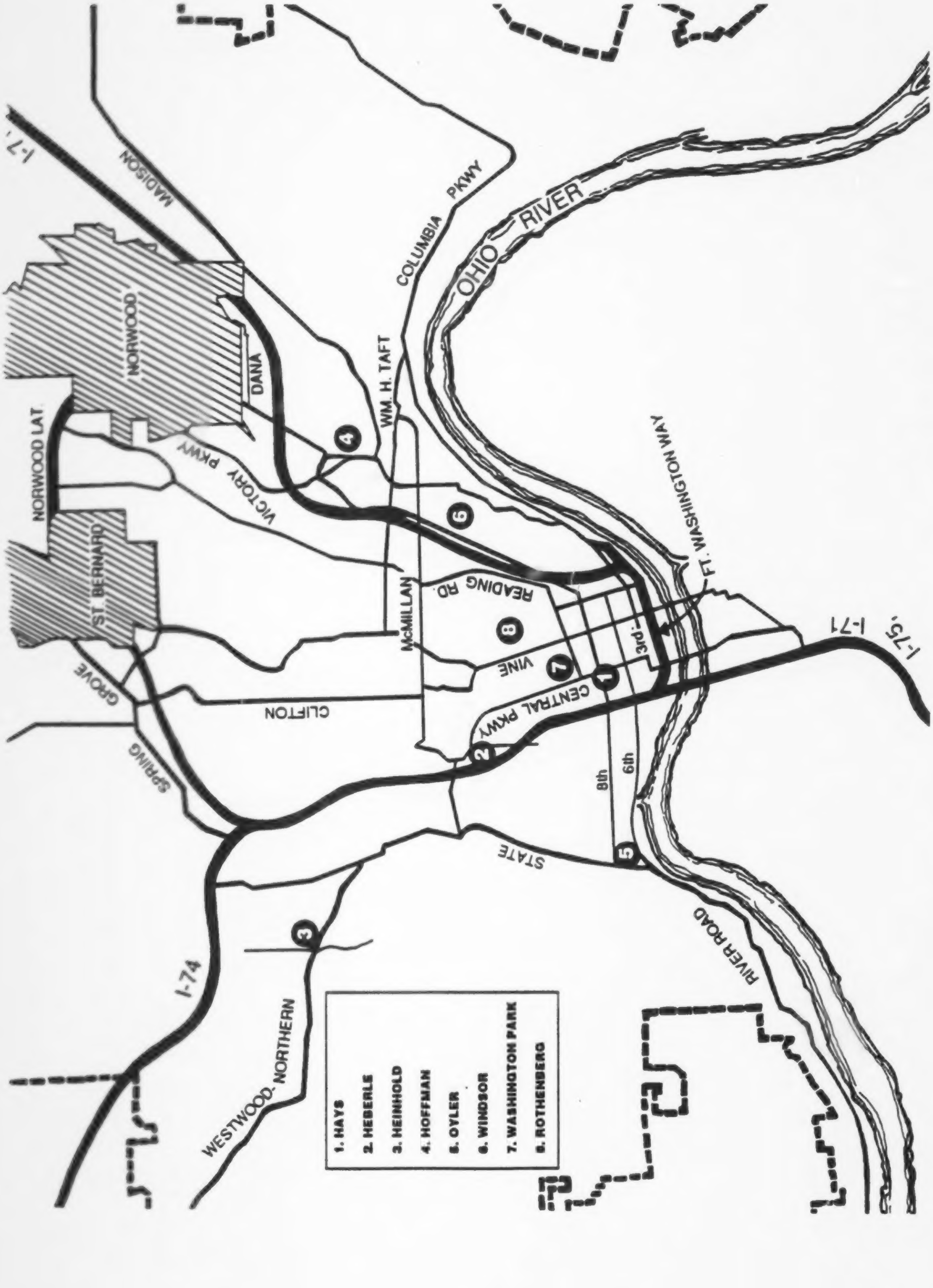
Parents and teachers averaged less positive attitudes toward school than corresponding groups throughout the system. Students, however, were slightly more positive about their school than all students throughout the system. Attitudes toward school for all three groups were slightly less positive than they were in the previous school year.

Additional modifications were made to the new five-year plan for the 1990-91 school year.

Approved:

Bernard M. Barbadora, Director
Planning, Research and Evaluation

APPENDIX A


I-71
MADISON
COLUMBIA PKWY
OHIO RIVER
NORWOOD
DANA
WM. H. TAFT
NORWOOD LAT.
VICTORY PKWY
ST. BERNARD
READING RD.
McMILLAN
FT. WASHINGTON WAY
3rd
VINE
CENTRAL PKWY
GROVE
CLIFTON
SPRING
8th
6th
I-71
I-75
STATE
RIVER ROAD
I-74
WESTWOOD NORTHERN
1
2
3
4
5
6
7
8
1. HAYS
2. HEBERLE
3. HEINHOLD
4. HOFFMAN
5. OYLER
6. WINDSOR
7. WASHINGTON PARK
8. ROTHENBERG

APPENDIX B

KEY SCHOOL IMPROVEMENTS IN COALITION OF INNOVATIVE SCHOOLS PROGRAM SINCE 1984-85

1984-85

Open Court Reading Program
Summer School Remedial and Enrichment Program
SIP Inservice Training
Instructional Leaders
Additional Teachers
Instructor assistants
Computer Labs
ECIA Mathematics (Heberle and Rothenberg)

1985-86

Open Court Reading Program
Summer School Remedial and Enrichment Program
SIP Inservice Training
Instructional Leaders
Additional Teachers
Instructor assistants
Computer Labs
ECIA Mathematics (Heberle and Rothenberg)

1986-87

Open Court Reading Program
Summer School Remedial and Enrichment Program
Instructional Leaders
Additional Teachers
Instructor assistants
Computer Labs
ECIA Mathematics (Heberle and Rothenberg)

1987-88

Open Court Reading Program
District-Wide Summer School Program Replaced Summer School Remedial and Enrichment Program
Instructional Leaders
Additional Teachers
Instructor assistants
Computer Labs
ECIA Mathematics (Heberle and Rothenberg)

1988-89

K-12 Unified Reading/Communication Arts Program
(Harcourt-Brace Jovanovich Replaced Open Court Reading Series)
Instructional Leaders
Additional Teachers
Instructor assistants
Computer Labs
ECIA Mathematics (Heberle and Rothenberg)

1989-90

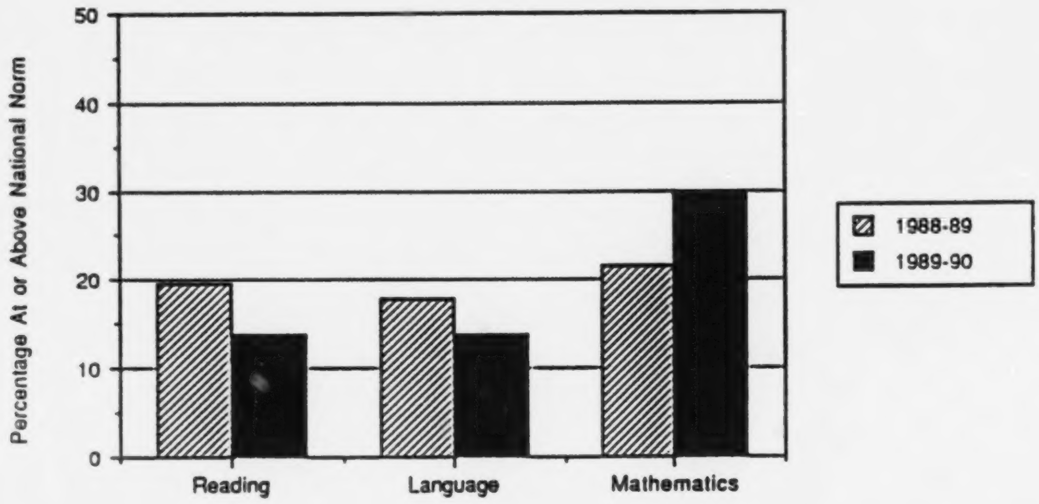
Counselors
Instructor Assistants
Part-time School Nurse or School Psychologist (.25 FTE)
Staff Inservice Training (ROPES and School Improvement Planning)
School-Wide Student Assessment
Student Impact Teams
Computer Labs
ESEA Mathematics (Heberle)
After School ESEA Tutoring
Graded Cultural Enrichment Plan
Program Name Changed From Low-Achieving Schools to Coalition of Innovative Schools

1990-91 (Planned)

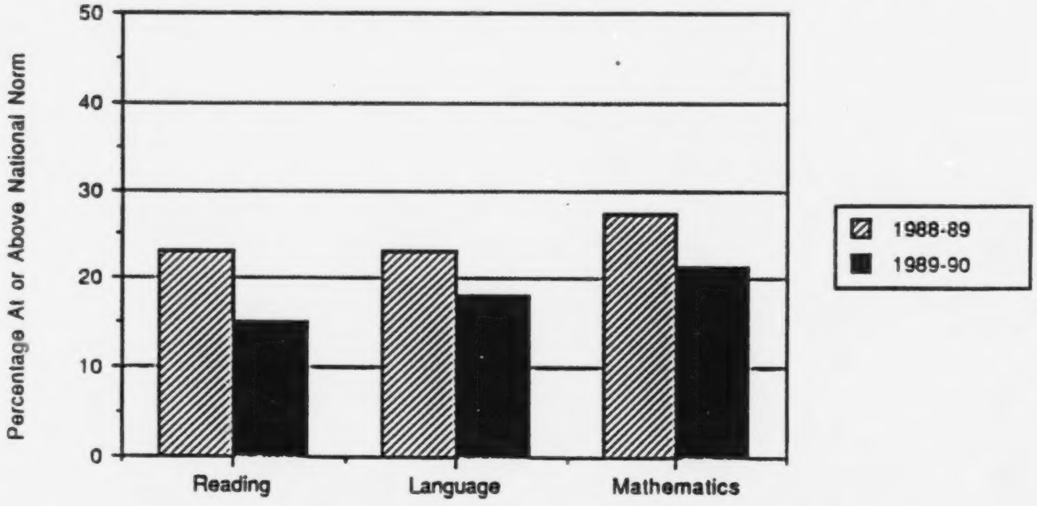
Counselors
Instructor assistants
Part-time School Nurse and School Psychologist (.25 FTE)
Brain Bowl for High-Achieving Students
Increased Administrators (Assistant Principals Assigned to 5 schools)
Increased Art, Music and Physical Education Teachers (where needed)
Staff Inservice Training
School-Wide Student Assessment
Student Impact Teams
Computer Labs
After School Tutoring
K-12 Unified Mathematics Progfam
Chapter 1 School-Wide Project for Each School
Earn and Learn Project for Each School

APPENDIX C

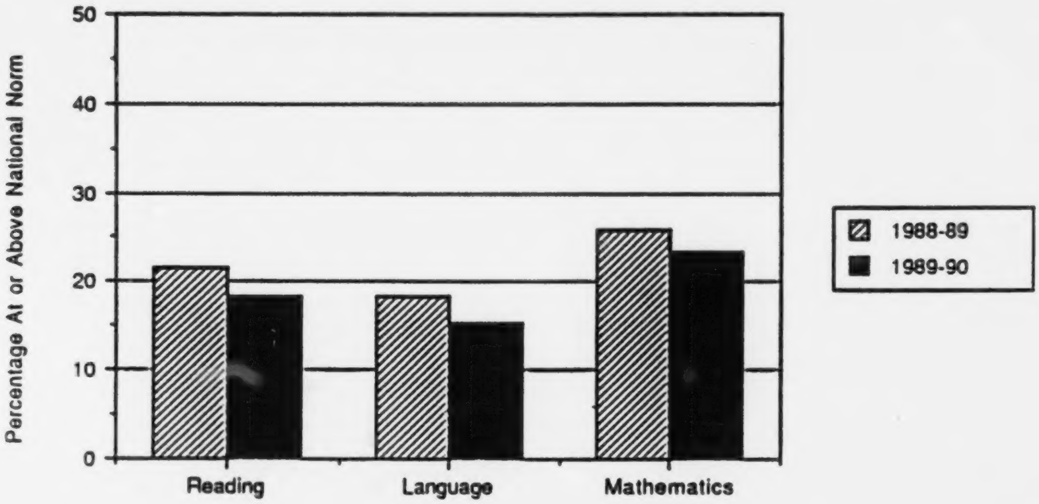
Hays Elementary School - California Achievement Tests Results



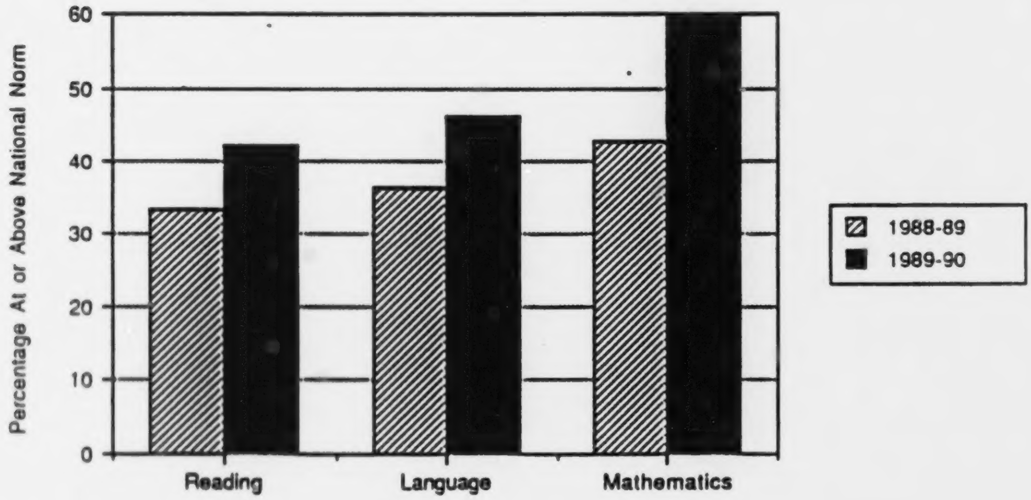
Heberle Elementary School - California Achievement Tests Results

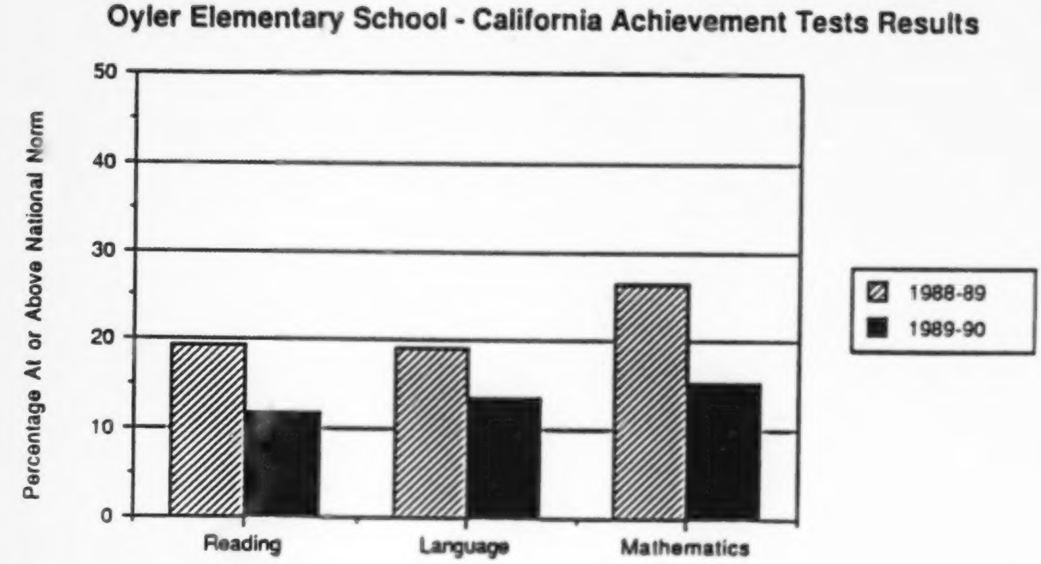


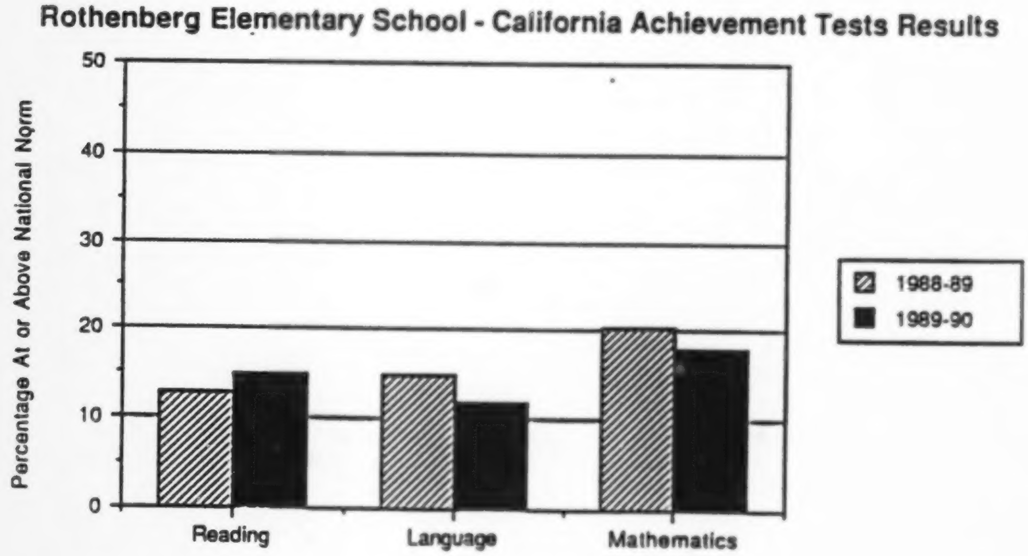
Heinold Elementary School - California Achievement Tests Results



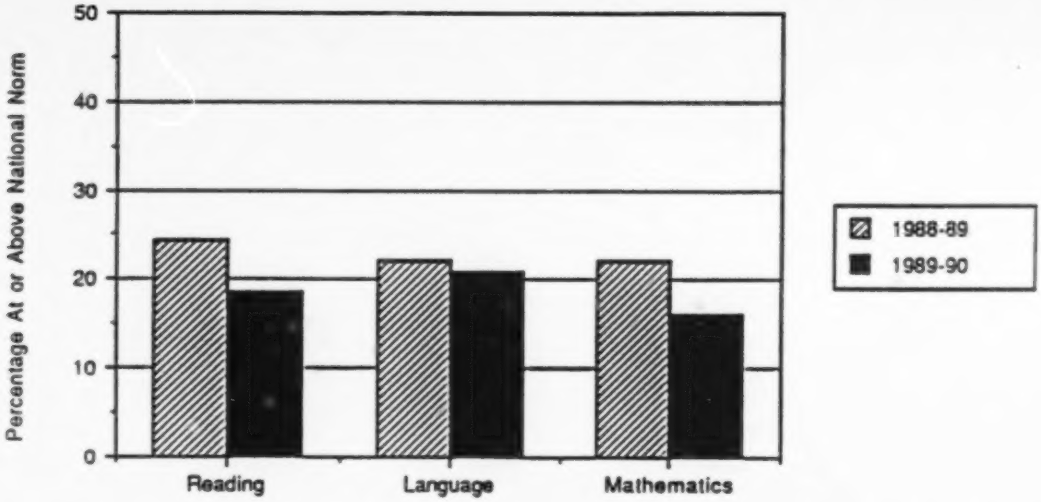
Hoffman Elementary School - California Achievement Tests Results



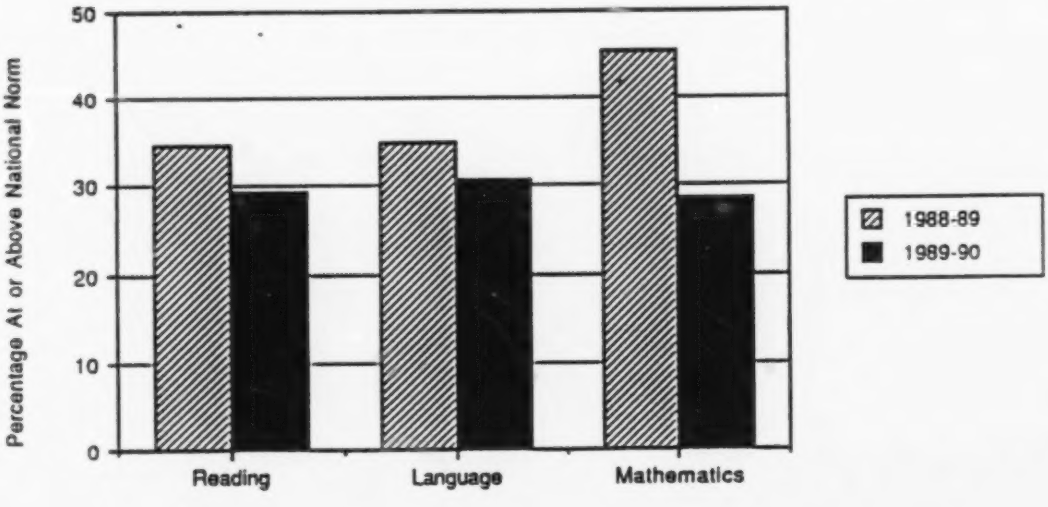

Oyler Elementary School - California Achievement Tests Results
Percentage At or Above National Norm
50
40
30
20
10
0
Reading
Language
Mathematics
▨ 1988-89
■ 1989-90


Rothenberg Elementary School - California Achievement Tests Results
Percentage At or Above National Norm
50
40
30
20
10
0
Reading
Language
Mathematics
▨ 1988-89
■ 1989-90

Washington Park Elementary School - California Achievement Tests Results

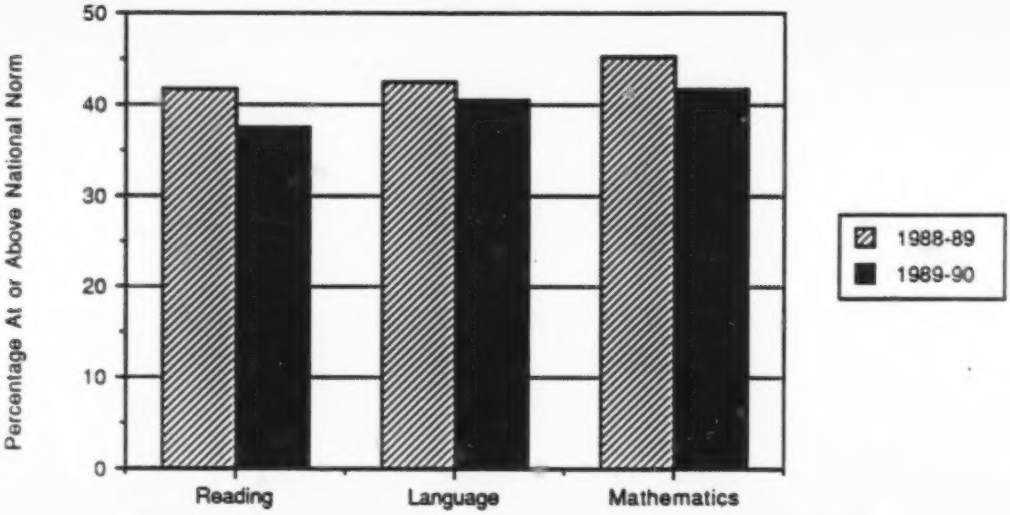


Windsor Elementary School - California Achievement Tests Scores



Cincinnati Public Schools - California Achievement Tests Results

Grades 1-6



APPENDIX H

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 11, 1989
1. Communitywide Task Force	1a. The Communitywide Task Force met September 11 and October 2, 1989. We plan to meet with Judge Rice next month.
2. Alternatives and Open Enrollment	2a. Number of alternative applications received and processed 1/1/89 - 9/29/89: 13,562

Total Accepted	5,195	
Blacks Accepted	2,825	
Non-Blacks Accepted	2,370	
Percent Blacks Accepted		54.43
Percent Increasing Taeuber		18.86
Percent Decreasing Taeuber		26.76
Percent Neutral Taeuber		54.37

2b. Alternative Program Enrollment 1989-90 school year

Black	10,726
Non-Black	8,773
	19,499
Open Enrollment	1,006
Sibling Transfers	77
	20,582

Please Note: Data reported on program enrollment will change because of no-shows, withdrawals, and late acceptances. The report will be updated and submitted again in December.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF OCTOBER 11, 1989**

2. Alternatives and Open Enrollment (continued)

2c. Enrollment in the Hughes Alternative Center by program

Communication Professions, Grades 9-10

Black	Non-Black	Total	% Black
99	65	164	60.3

Health Professions, Grades 9-10

Black	Non-Black	Total	% Black
108	45	153	70.5

Computer Professions, Grades 9-12

Black	Non-Black	Total	% Black
156	92	248	63.0

Paideia, Grades 9-10

Black	Non-Black	Total	% Black
98	52	150	65.3

TOTAL BLACK	461
TOTAL NON-BLACK	254
	715

2d. Open Enrollment Cumulative Report - October 24, 1989

Secondary	407	Black
	9	White
	416	Total

2. Alternatives and Open Enrollment (continued)

Elementary	367	Black
	29	White
	396	Total

Open Enrollment Cumulative Report - October 31, 1989

Secondary	474	Black
	10	White
	484	Total
Elementary	487	Black
	22	White
	509	Total

2e. Paired Schools

After months of discussion between school officials and community representatives, the Cincinnati Board of Education announced the procedure for pairing Washington Park/Oyler and Washburn/Whittier schools. The plan adopted kept grades K-6 in each of the four schools, with pairing done according to the alphabetical order of each student's last name.

The schools were paired as follows:

PRESENT SCHOOL	LAST NAME	1989-90 SCHOOL YEAR
Oyler and	A-J	Oyler
Washington Park	K-Z	Washington Park
Whittier and	A-K	Whittier
Washburn	L-Z	Washburn

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF OCTOBER 11,, 1989**

2. **Alternatives and Open Enrollment (continued)**

The most recent (9/13/89) enrollment figures are as follows:

OYLER

Black	Non-Black	Total	% Black
216	267	483	45

WASHBURN

Black	Non-Black	Total	% Black
356	168	524	68

WASHINGTON PARK

Black	Non-Black	Total	% Black
265	188	453	58

WHITTIER

Black	Non-Black	Total	% Black
259	303	562	46

3. **Other Means for Reducing Racial Isolation**

3a. No report submitted.

4. **Low Achieving Schools**

4a. Staff Training: All eight schools are scheduled for two day retreats: one day retreats: one day for the ROPES Team Building program and one day for developing a Mission Statement and Program Improvement Plan.

4b. School-Wide Assessment: All schools are scheduled for presentations by Jerry Moore on their school profile of evaluation data; school staffs will use the data to identify needs and program objectives prior to and during their retreats.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 11, 1989
4. Low Achieving Schools (continued)	4c.	Extended Instructional Time: Several schools have begun before or after hours tutorial progams using ECIA teachers or volunteers; two schools are waiting for further clarification on use of ECIA teachers and one school is using non-ECIA personnel only for tutoring.
	4d.	Effective Delivery of Instruction: Schools have held grade level meetings to examine their organizational structure and develop teaming at the primary level and more self-contained units at the intermediate level. Seven schools are using the Hoffman Laser Learning program and four are using the WASATCH computer program as well as their Apple labs.
	4e.	Student-Focused Impact Teams: Teams composed of principal, counselor, visiting teacher, and home-school coordinator meet with staff to discuss and plan intervention for students with problems; counselors are doing are doing group and individual work with students.
	4f.	Parental Involvement: All schools report good response to requests and programs for parent involvement; four schools are reorganizing their PTA's. Volunteer involvement is also increasing; some schools are using their Partners in Education for assistance.
	4g.	Cultural Enrichment: Schools will prepare grade level plans as part of the Program Improvement Plans developed at their retreats.
5. Staff Development	5a.	Four low achieving schools are participating in MIET training this school year. Teachers and administrators from Hays, Heberle, Oyler and Washington Park were trained by Carol Yudofsky and Myron Kilgore in a twenty hour training program June 13 thru 17, 1989. Phase 1 training assists teachers in improving and maintaining effective teaching behaviors and raising expectations of the low achieving student. Teachers are made aware of: - Opportunities to Learn (chances to respond, personal helping, wait-time and promoting thinking),

5a. Staff Development (continued)

- Teacher's Responses (acknowledging responses, positive feedback, analytical feedback, expanding responses) and
- Dignifying the Student (physical closeness/touching, building trust, dignifying self-worth, behavioral management).

5b. Georgetta King and Doris Stokes attended a Conference on "Infusing African and African-American Content into the Curriculum." Resources and content ideas were recommended at this conference that the two representatives will recommend for inclusion into the social studies curriculum.

5c. "Rainbow Activities in the Curriculum" is a fall Professional Growth Institute course that will provide the participants with the opportunity to formulate a practical direction in planning for diversity in the classroom. The course will focus upon multicultural issues, Rainbow activities, multicultural concepts and activities in the curriculum and resources available in the district.

5b. Educational Mobility Projects

Program evaluations were prepared for the Ohio Department of Education on each of the components funded with Educational Mobility Assistance Program monies during the 1988-89 school year.

At this time, Joe Timmons (Administrative Research) is preparing the statistical enrollment reports, on which the district's allocation will be based for the 1989-90 school year. Once these forms have been completed, they will be sent to the state department. The district will make every attempt to meet the October 20 deadline, so that we will receive communication regarding the allocation by November 20.

After the district receives its allocation, we will be asked to submit a program proposal for funding "to support school boards that voluntarily adopt and implement plans of student transfers to

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 11, 1989
5b. Educational Mobility Projects (continued)		desegregate schools within their districts" (ORC 3301-19). The deadline for submission of the program proposal will probably be in mid-December. Once the programs are approved for funding, the district will receive its allocation. In the past, monies have been received in January, with the final date for expenditures as June 30.
6. Staff Racial Balance		No report submitted.
7. Housing Plans of City		No report submitted.
8. Community Involvement and Education	8a.	During the first week of school, went to each of the double-neighborhood schools on a daily basis.
	8b.	Met with Communitywide Task Force, along with Sandra Hendricks, Communications, to assist in the presentation of the Challenge Cincinnati Program sponsored by the Academy of Medicine to benefit the High School for Health Professions at Hughes Center.
	8c.	Met with Information Specialists.
	8d.	Met with Howard Harris, Director, Transportation, regarding extracurricular transportation.
	8e.	Prepared Factsheet along with Monica Curtis, Communications, regarding the history of the Bronson Settlement. This will be sent to every employee.
	8f.	Attended double-neighborhood schools meeting.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 11, 1989
8. Community Involvement and Education (continued)	8g.	Attended low achieving schools meeting.
	8h.	Participated in Investment in Excellence seminar.
	8i.	Prepared a Factsheet/Self-Mailer along with Monica Curtis, Communications, regarding Alternative Programs and Open Enrollment. A supply will be sent to all schools and will be sent to every home in the district via U.S. Mail.
	8j.	Attended Bronson Coordinating Committee Meeting.
9. Publicity and Marketing	9a.	Bronson Settlement Agreement Newsletter -- To appear in the November issue of Images. The purpose is to give CPS staff an overview of settlement-related activities as well as a look ahead of what's to come. Articles include: Bronson Overview, Taeuber Index, update, timeline, and features on pairings and low achieving schools, and Hughes Center.
	9b.	Carson Newsletter -- To be mailed to students and to be used to recruit students into the Montessori program. Features include a principal profile, Montessori program summary, and parent/student articles. Working on a brochure with a school committee to promote the Montessori program at Carson.
	9c.	Bilingual brochure -- Developing a parent handbook/brochure - writing, editing, photographing - which will be distributed to new parents of students entering the bilingual programs in kindergarten and first grade.
	9d.	World Language News -- Continue the newsletter started two years ago, which includes writing, drawings, arts, essays from students in the Arabic, Chinese, Japanese, Russian, Spanish, French, and German programs. A lead article on teacher involvement/training will be included. Scheduled to be mailed to parents of students in the bilingual programs at the end of November.

9. Publicity and Marketing (continued)

9e. Bridges -- Newsletter for the four paired schools--Washington Park/Oyler and Washburn/Whittier--will continue this year. First issue, out of three, will appear in the schools in November. Articles include parent features and student essays.

9f. Roll Hill brochure -- Featuring the school and program highlights with photos and information on how to apply.

9g. Alternative and Regular Applications -- Working with Alternative/ Settlement Office on finalizing program descriptions. Designing, editing, and making changes as needed for the 1990-91 school year for both applications. Bids were sent out.

9h. Low Achieving Schools -- Meeting with principals to develop public relations plans to improve image and increase parent and community involvement in eight low achieving schools.

9i. Hughes Center -- met with principal and deans of four programs to discuss recruitment/publicity plans for the 1990-91 school year. Plans include) school visits, production of printed and AV materials for use with students, targeted mailings, public service announcement.

The High School for the Communications Professions -- developing slide/ tape show for recruitment but will also be used for a presentation with faculty at the E.W. Scripps School of Journalism at Ohio University.

The High School for the Health Professions -- Working with the Academy of Medicine and the Greater Cincinnati Hospital Council on "Challenge Cincinnati" on November 5 to raise money for the program.

9j. CAPE -- Met with principal and athletic director to update school brochure and slide/tape show.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF OCTOBER 11 1989**

9. Publicity and Marketing (continued)

9k. Annual Progress Reports -- Assisted in development of annual progress reports for Roberts Paideia Academy, Shroder Paideia, Carson, Quebec Heights CAMAS.

9l. Sands Montessori -- Develop art for poster, stickers, and handbooks for school.

9m. Roberts Paideia -- Developed logo for stationery, buttons, banners.

9n. Quebec Heights -- Poster with photograph and program description will be delivered to school for distribution to students last week in October. To be used for recruiting students for the 1990-91 school year.

10. Pupil Transportation

10a. Update on Test Program; Extra Curricular Yellow Bus Transportation: Test Program started on October 2, in six schools. Usage is about 700 passes and tokens per week. Additional passes and tokens have been ordered. Scheduled deliveries should provide for continuous data through the test period - December, 1989.

11. Extracurricular Activities

11a. The issue of transportation for student activities has not changed since the last report. It is my understanding that the pilot school transportation has begun.

12. Discipline Reports

12a. REPORT FROM AREA I

SUSPENSIONS

School	M	F	B	W	O	Total
Central Fairmount	2	2	3	1	-	4
Cheviot	1	-	-	1	-	1
Covedale	2	4	4	2	-	6
Hays	3	-	3	-	-	3
Heinold	19	5	17	7	-	24

12. Discipline Reports (continued)

School	M	F	B	W	O	Total
Midway	-	1	1	-	-	1
Millvale	13	2	13	2	0	15
North Fairmount	1	-	1	-	-	1
Oyler	9	-	5	4	-	9
Roberts	18	6	14	10	-	24
Roll Hill	1	-	1	-	-	1
Rothenberg	1	5	6	-	-	6
Sayler Park	1	-	-	1	-	1
Washburn	1	-	1	-	-	1
Washington Park	4	3	5	2	-	7
Whittier	2	-	1	1	-	2
TOTAL	78	28	15	31	-	106
Bloom	5	4	7	2	-	9
Dater	10	8	12	6	-	18
Gamble	33	24	43	14	-	57
Porter	19	4	7	16	-	23
TOTAL	67	40	69	38	-	107
SCPA	1	-	-	1	-	1
Taft/QCVC	53	14	47	20	-	67
Western Hills	60	19	61	18	-	79
TOTAL	114	33	108	39	-	147
EXPULSIONS						
Western Hills	1	3	3	1	-	4

12b. AREA II

No report this period. Discipline plans and mini-grants due October 31. Full reports thereafter.

12c. AREA III

No report available at this time.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF OCTOBER 11, 1989
13. Unbiased Tests and Policies	13a.	No activity is currently underway utilizing the unbiased test selection procedure.
14. Information Centers	14a.	Made recruitment telephone calls for Hughes Center.
	14b.	Made enrollment telephone calls for Hughes Center.
	14c.	Assisted at Hughes Center with Orientation and Open House.
	14d.	Assisted with opening of school at Hughes Center as requested by principal.
	14e.	Mailed Alternative Schools information out of state.
	14f.	Reviewed and suggested changes for "How to Select an Alternative Program" brochure.
	14g.	Met with Alternative/Settlement Office staff for closing activities.
	14h.	Prepared new informational handouts for use with senior high students.
15. Evaluation of Settlement Activities	15a.	Completed draft evaluation reports on Low Achieving Schools, Open Enrollment and Alternative Programs.
	15b.	Prepared and presented school statistical profiles to staff members in Low Achieving Schools.
	15c.	Conducted a needs assessment survey of staff members in Low Achieving schools.
	15d.	Conducted a survey of principals regarding intermingling of alternative and non-alternative program students in buildings housing both neighborhood and alternative students.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF OCTOBER 11, 1989
15. **Evaluation of Settlement Activities** (continued)	15e. Completed an analysis of student suspension and expulsion data for the 1988-89 school year.
	15f. Participated in meetings with principals from Low Achieving Schools and the paired schools.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 9, 1989
1. Communitywide Task Force	1a.	The Communitywide Task Force will have met with U.S. District Judge Walter Rice November 14, 1989. The Cincinnati Board of Education has named Ms. Zakia El-Amin and Mrs. Kay Briggs, and the NAACP has named Dr. Hendrik Gideonse, to replace members who have left the Task Force.
2. Alternatives and Open Enrollment	2a.	No change in alternative membership since last report.
	2b.	The alternative program and open enrollment factsheet is being mailed to parents of all private, public, and parochial students in the district.
	2c.	Alternative school application forms for the 1990-91 school year have been prepared and are being printed. Priority schools have been identified: South Avondale Hoffman Rockdale Windsor Burton Taft Elem. Bond Hill Winton Place Millvale Parham Sayler Park Merry There are 5,097 priority black students and 476 white students. A priority application will be mailed to the parents in December.
3. Other Means for Reducing Racial Isolation	3a.	Met with Joe Timmons and Jack Lewis about this component's history.
	3b.	Attended the national Green Circle Conference. Green Circle programs are human relations programs for elementary school students.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF NOVEMBER 9, 1989	Page 2.

3. Other Means for Reducing Racial Isolation (continued)

3c. Continued to plan Investment in Excellence sessions for school and administrative staff and multicultural education programs. (See Staff Development report also).

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4. Low Achieving Schools

4a. Four schools have completed their two day retreats. The other four have done the first day of their retreat and will complete the second day by the end of November. At the retreats, school staffs developed Local School Plans and Mission Statements/Programs for their school.

LOW ACHIEVING SCHOOLS STATUS REPORT

SCHOOL	STAFF TRAINING (Retreats)	SCHOOLWIDE ASSESSMENT (Profile Meetings)	EXTENDED INSTRUCTIONAL TIME	EFFECTIVE DELIVERY OF INSTRUCTION	STUDENT-FOCUSED IMPACT TEAMS	PARENTAL INVOLVEMENT	CULTURAL ENRICHMENT
Hays	10/19 20	10/16	After school and Saturday tutoring	Revised primary and intermediate schedules; Hoffman and Apple labs		PTA and parent volunteers	Grade level plans developed in retreat
Heberle	10/17, 11/20	10/12	Tutoring four mornings/wk; non-ECIA afterschool	Wasatch, Hoffman, and Apple labs	Team meets each Tuesday to review student problems	Regular meetings for parents; PTA to be organized	
Heinold	10/18, 11/16	10/17	ECIA to start tutorial program	Hoffman, and Apple labs	Team meets first Thursday with social agencies	Organizing parent group	Activities comm organizing interracial/intercultural activities
Hoffman	10/30, 11/30	10/10		Wasatch and Apple labs	Team has met and developed discipline plan		
Oyler	10/25, 11/6	10/24	Parent and community volunteers	Wasatch lab	Group and indiv. counseling	PTA and LSAC active, meeting with W. Pk.	
Rothenberg	10/12 13	10/9	ECIA to start tutorial program	Hoffman, and Apple labs	Impact team to meet and plan program	ECIA and preschool parents have met; PTA to meet	Interracial/intercultural team formed
Wash Park	10/26 27	10/23	ECIA schedule shifted to do tutoring	Wasatch, Hoffman, and Apple labs	Several special programs started	Parent Boosters and many volunteers	
Windsor	10/23 24	10/19	Five volunteer tutors	Hoffman, and Apple labs		Counselors hold parent meetings, PTA to start	

COMPONENT	STATUS AS OF NOVEMBER 9, 1989
5a. Staff Development	On December 11, 1989 the Second Annual Education Convention Conference will be held at the Convention Center. Approximately four thousand Cincinnati Public School employees will be in attendance at the Conference. There will be sixty-three workshop/plenary sessions. Some of the workshop/plenary topics are: Educating Black Children Presenter: Dr. Janice H. Benson Developing Positive Self Images and Discipline in Black Children Presenter: Dr. Jawanza Kunjufu Children's Self Esteem and Its Impact on Instructional Improvement Presenters: Henri Bradshaw and Deborah Bradshaw Cooperative Learning Teams Presenters: Patricia Cain, Diana Brettschneider, Louise Lindenberger Single Parent Issues Presenters: Marcia Hempel and Cori Yaeger-von Birgelen Development Education: Global Awareness Presenters: Micholas Hoesl, Greg Swinarski, Pam Dixon, Mary Luken Using Cultural Diversity to Teach Reading Presenter: Vesta L. Mickel Appalachian Students: Struggling Within the System Presenter: Bob Moore and Allison Malicoat Effective Classroom Management to Foster Self Esteem Presenters: Richard L. Westheimer and Susan Glass

5a. Staff Development (continued)

Over fifty exhibitors have contracted to have a booth on the Convention floor. Some of the exhibitors are: Artistic Apparel, The Center for Peace Education, Pride Mail Order Books, and Montessori Minority Recruitment.

The first printing of the districtwide Ethnic and Cultural Events Bulletin has been distributed to the schools. The Bulletin includes multicultural activities and events occurring at various facilities throughout the district (i.e. at Hartwell, an Edelweiss German dance assembly was held in October featuring dancers from Fairview German Bilingual School.) It also informs teachers and administrators about resources that can be purchased from a vendor or borrowed from the Staff Development Center. Bulletins are scheduled to be printed and distributed in January, February, March, April and May of the 1989-90 school year. Doris Stokes edits the information sent to her by employees in the district.

The following books are now available at the Professional Library:

920.009	Appalachia: A Self-Portrait (Wendy Ewald)
808	I Have a Place: An Anthology of Appalachian Literature Appalachian Migrants and Urban Appalachians
370.115	Making Choices for Multicultural Education: Five Approaches Race, Class, and Gender (Christine E. Sleeter)
371.967	Rising to the Challenge of Differential School Performance Among Student Ethnic Groups (Walter E. Hathaway)
370.19	Sex and Ethnic Differences in Middle School Mathematics, Science and Computer Science (Marlaine Lockheed)

Doris Stokes and Georgetta King attended the 21st Annual Conference of the Green Circle Program Inc. The general theme was Promoting Multicultural Education and Self-Esteem. The purpose of Green Circle is to prepare

5a. Staff Development (continued)

children for living in a pluralistic society. By focusing on ways people are included and excluded in everyday experiences, participants are given the opportunity to explore their feelings about themselves and others. Green Circle strives to:

- Improve self-esteem
- Promote positive social attitudes and behavior
- Develop individual social responsibility, and
- Foster greater awareness and appreciation of racial, religious, ethnic, gender and physical differences.

The National Conference of Christians and Jews sponsor the Green Circle Program in conjunction with the Junior League of Cincinnati, the Cincinnati Chapter of Links, Inc. and the National Council of Jewish Women (Cincinnati Section). Some Cincinnati Public Schools are presently involved in the program.

5b. Educational Mobility Projects

The application for funds under the Educational Mobility Assistance Program (EMAP) was completed and submitted to the Ohio Department of Education October 31, 1989. Based on enrollment data supplied by Joe Timmons, Administrative Research, the appropriate forms were completed. The funds are available through the state to aid the voluntary desegregation process. In order to be eligible, a district must:

a. have a minority enrollment of between 25% and 75%, and
b. adopt a plan for reducing racial isolation through the transfer of not fewer than 50 students in the district.

Notification of the district's eligibility, and the amount of the funding for 1989-90 should be received by the end of November. We will then be required to submit a description of program activities and a budget for approval sometime in December. By December 20, 1989, the district should be notified of the grant award made for this school year. The various

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF NOVEMBER 9, 1989
5b. Educational Mobility Projects (continued)	Educational Mobility Assistance Program authorized activities are listed below: 1. Special academic and co-curricular services. 2. Additional professional staff hiring, training and retraining 3. Recruiting, hiring and training of teacher aids. 4. Inservice teacher training. 5. Comprehensive guidance counseling and other personal services. 6. Development and use of new curricula and instructional methods. 7. Innovative interracial programs. 8. Promotional community activities. 9. Administrative services. 10. Program planning and evaluation. 11. Facility remodeling. 12. Planning, designing and conducting magnet programs and/or magnet schools. 13. Development of plans for neutral site schools. 14. Transitional activities. 15. Other activities that are directly related to the implementation of the district's voluntary desegregation plan. (Cost of transportation is prohibited.) At this time the following program has been selected for incorporation in EMAP for 1989-90: Discipline Mini-Grants for $208,000. Other programs are being considered, and will be incorporated in the application if the grant exceeds $208,000.
6. Staff Racial Balance	6a. The Staff Racial Balance Report for 1989-90 follows:

6. **Staff Racial Balance (continued)**

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1989-90

To comply with the Cincinnati Board of Education's resolution on teaching staff racial balance, it is the objective of the process to have the ratio of black and white teachers on the teaching staff of each school be within plus or minus five percent of the ratio for classroom teachers in the district. Separate ratios are calculated for elementary and secondary schools. The method of calculation uses the number and percent of black teachers in each school. The mean percent of black teachers in the district for 1989-90 is thirty-one at the elementary and twenty-six at the secondary level. Each school is listed with the number of teachers on the staff, the number of black teachers currently assigned, and the numbers needed to reach the minimum, mean and maximum as defined by the Board's resolution. These three calculations are rounded to the nearest whole number.

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance		
			Min.	Mean.	Max.
Aiken	99.1	22	21	26	31
Anderson Place	30.37	10	8	9	11
Bloom	33.9	9.4	9	11	12
Bond Hill	21.92	7	6	7	8
Bramble	17.5	6	5	5	6
Burton	26.37	8	7	8	10
C.A.P.E. Elementary	31.0	8	8	10	11
C.A.P.E. High School	75.0	22	16	20	23
Carson	21.6	4	6	7	8
Carthage	19.8	5	5	6	7
Central Fairmount	28.2	8	7	9	10
Chase	36.6	15	9	11	13
Cheviot	20.8	5	5	6	7
Clifton	30.0	10	8	9	11
Clark Academy	18.0	5	4	5	6
College Hill	24.4	7	6	7	9
Covedale'	27.5	9	7	9	10
Crest Hills	30.5	11	8	9	11
Dater	52.0	12	11	14	16
Douglass	31.5	9	8	10	11
Eastern Hills	39.8	12	10	12	14
Fairview	30.8	8	8	9	11
Gamble	40.0	13	10	12	14
Hartwell	32.2	8	8	10	12
Hays	21.5	10	6	7	8
Heberle	39.8	16	10	12	14
Heinold	38.0	12	10	12	14
Hoffman	18.5	8	5	6	7
Hughes	57.0	15	12	15	18
Hyde Park	17.2	5	4	5	6
Kilgour	21.4	6	6	7	8
Kirby Road	24.0	6	6	7	9
Linwood	14.0	5	4	4	5

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6. Staff Racial Balance (continued)

School	Total Teaching Staff*	Number of Black Teachers Assigned	Number of Black Teachers Needed for Racial Balance Min.	Mean.	Max.
Losantiville	21.7	5	5	6	7
McKinley	13.8	6	4	4	5
Merry	44.5	13	12	14	16
Midway	27.3	7	7	8	10
Millvale	20.0	9	5	6	7
Mt. Airy	27.8	8	7	9	10
Mt. Washington	26.2	7.5	7	8	9
North Avondale	27.3	6	7	8	9
North Fairmount	19.25	5.5	5	6	7
Oyler	32.5	9	8	10	12
Parham	23.7	9	6	7	9
Peoples	52.0	15.5	14	16	19
Pleasant Hill	25.26	7	7	8	9
Pleasant Ridge	29.2	9	8	9	10
Porter	38.0	7	10	12	14
Quebec Heights	32.2	11	8	10	12
Roberts Paideia	51.6	9	13	16	19
Rockdale	30.0	11	8	9	11
Roll Hill	23.75	9	6	7	9
Roosevelt	20.0	6	5	6	7
Roselawn-Condon	40.56	12	10	12	14
Rothenberg	27.65	9.5	7	9	10
S.C.P.A.	70.09	15	15	18	22
Sands Montessori	31.3	6	8	10	11
Sawyer C.B.A./A.W.L.	54.0	14	14	16	19
Sayler Park	21.25	6	5	7	8
Schiel (PSAE)	25.5	9.5	6	7	9
Schwab	51.07	14	13	16	18
Shroder (Paideia)	48.0	11	10	12	15
Silverton	26.1	9	7	8	9
South Avondale	19.2	8	5	6	7
Swifton	20.0	6	5	6	7
Taft High School**	109.72	28.5	23	28	34
Taft Elementary	19.75	7	5	6	7
Vine	21.6	6	6	7	8
Walnut Hills	103.0	27	22	27	32
Washburn	22.8	8	6	7	8
Washington Park	29.0	8	8	9	10
Western Hills	136.3	30	29	36	42
Westwood	25.4	8	7	8	9
Whittier	25.25	8	7	8	9
Windsor	19.5	6.5	5	6	7
Winton Place	26.0	9	7	8	9
Withrow	136.35	40.5	29	36	43
Woodford	18.0	5	5	6	6
Woodward	96.35	25.4	20	25	30

* Includes only those faculty members computed for racial balance purposes. Positions such as librarians, counselors, and coordinating teachers are excluded.

** Includes day school adult program

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6. Staff Racial Balance (continued)

CINCINNATI PUBLIC SCHOOLS
STAFF RACIAL BALANCE REPORT 1989-90

Compliance Summary for Racial Balance of Schools

	Elementary	Secondary	Total	Pct.
Below Minimum	4	1	5	6%
At Minimum	14	1	15	19%
Between Minimum & Mean	7	8	15	19%
At Mean	13	3	16	20%
Between Mean & Maximum	5	5	10	13%
At Maximum	9	1	10	13%
Above Maximum	8	-	8	10%
	60	19	79	100%

Schools Below Minimum:

- Carson
- North Avondale
- Porter Middle School
- Roberts Paideia
- Sands Montessori

Schools Above Maximum:

- Chase
- Hays
- Heberle
- Huffman
- McKinley
- Millvale
- Schiel PSAE
- South Avondale

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF NOVEMBER 9, 1989
7.	Housing Plans of City	7a.	We have received notices of two proposed housing acquisitions from CMHA.
		7b.	One of the proposed acquisitions is within the Heberle attendance area. Since the percentage of minority students at Heberle is 69.3%, this acquisition would not likely help to improve racial balance in the Cincinnati Public Schools. However, the other proposed acquisition is located within the Central Fairmount attendance area. Since Central Fairmount has white student membership of 50.3%, this acquisition could help improve racial balance.
8.	Community Involvement and Education	8a.	Attended "Investment in Excellence" seminar at Crest Hills.
		8b.	Volunteered at Heberle Elementary School during staff´s first "Retreat day.
		8c.	Attended two-day "Retreat" with Windsor Elementary School staff.
		8d.	Attended Bronson Committee meeting.
		8e.	Volunteered at Washington Park Elementary School during both days of staff´s "Retreat."
		8f.	Alternative/Settlement Office sent "Alternative and Open Enrollment Factsheet" to the home of every student as well as a supply to each school.
		8g.	Attended Low Achieving Schools meeting chaired by Cecil Good.
		8h.	Attended first meeting as a member of the "Vision" Committee chaired by Sandra Hendricks.
		8i.	Visited all Low Achieving Schools.

9. Publicity and Marketing

9a. Hughes Center -- Met with principal and program deans to map out a recruitment/publicity plan for all four programs at Hughes Center. This includes identifying a targeted audience and reaching them through mailings (brochures, newsletters), visiting schools (deans and principal), conducting phone calls and school visits to Hughes Center, and an open house.

Communications -- Produced a slide/tape show to be used with local media for securing internships and to recruit students. Developed a series of title slides for a presentation at the E.W. Scripps School for Journalism at Ohio University.

Health -- Members of the Communications Branch participated in "Challenge Cincinnati" sponsored by the Greater Cincinnati Hospital Council and the Academy of Medicine which raised $150,000 for the school. Developed a series of title slides used with CEOs of local hospitals.

Sent article to Uptown News, a newspaper which covers the Clifton area.

9b. Bronson Update -- Supplement to Images on Bronson activities went to printer; will be distributed to schools the week of November 20.

9c. Alternative Application -- Final copy went to printer November 2. Priority application delivery date is December 1, 1989.

9d. Open Enrollment -- Production and design of open enrollment application for the 1990-91 school year is being produced. It will be printed in-house and mailed along with the alternative applications beginning the first week in February.

9e. Brochures/Newsletters/Posters -- Roll Hill brochure, Quebec Heights CAMAS poster, and Carson newsletter were delivered and distributed. Academy of World Languages brochure, Bilingual Alternative Program Parent Handbook, and Carson Montessori brochure are in production stages. All of the above materials are funded by the Magnet Schools Grant.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 9, 1989
9. Publicity and Marketing (continued)	9f.	Roberts Paideia -- Met with principal and staff to plan the school's three-issue newsletter. The first issue will appear late December. It will be mailed to targeted pre-school children and kindergartners to recruit students, but will also be used with Roberts students, parents, and community.
	9g.	Shroder Paideia -- Met with principal to plan the school's three-issue per year newsletter. The first one will appear in mid-January to inform new recruits prior to Feb. 1 when alternative applications become available.
	9h.	Cincinnati Community Video -- Met with Maxine Hardwick, Education Coordinator, Cincinnati Community Video to discuss Cincinnati Public Schools involvement on the education cable access channel. The organization is particularly interested in Black History Month activities.
10. Pupil Transportation		No report submitted.
11. Extracurricular Activities	11a.	No change since the last report.
12. Discipline Reports	12a.	REPORT FROM AREA I No report available at this time. The report is forthcoming.
	12b.	NO REPORT SUBMITTED FROM AREA II
	12c.	NO REPORT SUBMITTED FROM AREA III

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF NOVEMBER 9, 1989
13. Unbiased Tests and Policies	13a.	No activity is currently underway utilizing the unbiased test selection procedure.
14. Information Centers	14a.	Alternative Program Information Specialists completed their assignment and have not been working during the above-stated report period. They will be back on staff at the end of November.
15. Evaluation of Settlement Activities	15a.	Attended a meeting with Low Achieving Schools principals.
	15b.	Began data collection on goals for Low Achieving Schools.
	15c.	Surveyed teachers in Low Achieving Schools concerning attitudes toward the recent planning and inservice sessions.
	15d.	Prepared and distributed to Low Achieving Schools staff members an assessment tool for use in identifying students in need of services by the school impact teams.
	15e.	Attended a planning and retreat session with a Low Achieving School staff.
	15f.	Distributed copies of evaluation reports on Open Enrollment, Low Achieving Schools, and Alternative Programs.
	15g.	Prepared and distributed a report on Taeuber Index values.
	15h.	Began data collection to update study on racial isolation in schools.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF DECEMBER 7, 1989
1. Communitywide Task Force	1a.	The Communitywide Task Force met with Judge Rice November 14, 1989. We also agreed to encourage organizations that supported the Settlement Agreement process at the 1984 Fairness Hearing to send letters of support for the January, 1990 Hearing.
	1b.	The Communitywide Task Force met December 4, 1989 and approved an outline for a Task Force statement to the January 1990 Hearing.
2. Alternatives and Open Enrollment	2a.	No change in alternative or open enrollment membership since last report.
	2b.	The alternative and open enrollment application forms for the 1989/90 school year have been printed and delivered. The first distribution, priority applications will be mailed to the parents of students in racially identified neighborhood schools the week following Christmas.
	2c.	The regular application form is being prepared for mailing. A mailing of 61,000 forms will be mailed to parents of all private, public, and parochial students in the district by February 1, 1990.
	2d.	The Alternative/Settlement Office staff will attend area meetings on January 18, 1990 to explain the application process for the 1990/91 school year and answer questions.
3. Other Means of Reducing Racial Isolation	3a.	On Monday, November 27, 1989, a public meeting was held to seek input from community members about the scope and direction of the district´s multicultural education program.

COMPONENT — STATUS AS OF DECEMBER 7, 1989

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4. Low Achieving Schools

4a. No report submitted.

5a. Staff Development

Rainbow Activities in the Curriculum, a Professional Growth Institute course was completed in November. The course focused upon multicultural issues. There were two texts used for this course, Teaching Strategies for Ethnic Studies by James A. Banks and Multicultural Teaching: A handbook of Activities, Information, and Resources by Pamela L. Tiedt and Iris M. Tiedt. The evaluation was on a scale from 1 to 5 (1 being low, 5 being high). The overall rating was 4.7 and some of the following comments indicate the high interest in a course of this nature:

Please list the major strengths of this course.
- Relevance to district goals
- Relevance to interpersonal goals
- Intelligent discussion of delicate issues
- Helped develop quality of self
- Great materials presented
- The presenters were excellent
- This class was great. I think it should be encouraged and included in new teacher´s practicum classes

Please list the major weaknesses of this course.
- There was not enough time to discuss all we had to discuss
- I wish there could have been more sessions
- Too short

The following Professional Library resources are available as of December, 1989.

Blacks in Science (Ancient and Modern), edited by Ivan Van Sertima
Egypt Revisited (Journal of African Civilizations), edited by Ivan Van Sertima
"What´s the Truth About Teacher Expectations...Really???" Teacher Education Resources

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF DECEMBER 7, 1989
5b.	Educational Mobility Projects		No Report Submitted.
6.	Staff Racial Balance	6a.	No change in status
7.	Housing Plans of City	7a.	We have received notice of two new proposed housing acquisitions by CMHA.
		7b.	One of these proposed acquisitions is located in the Winton Place/Chase attendance area. Since the percentage of minority students at both Winton Place and Chase is above the systemwide average, this acquisition would not likely help to improve racial balance.
		7c.	The other proposed acquisition is located in the Mt. Airy attendance area. This dwelling consists of 5 units, and because the percentage of minority students at Mt. Airy is below the system average, it could be helpful in improving racial balance.
8.	Community Involvement and Education	8a.	Attended various LSAC meetings.
		8b.	Assisted in Alternative Program presentation at a parent meeting of Arlett Child Development Center at the University of Cincinnati
		8c.	Met with Information Specialists to map out strategies and make plans as they came back on board.
		8d.	Sent letter to principals announcing Information Specialists would be contacting them to set up informational and recruiting meetings.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

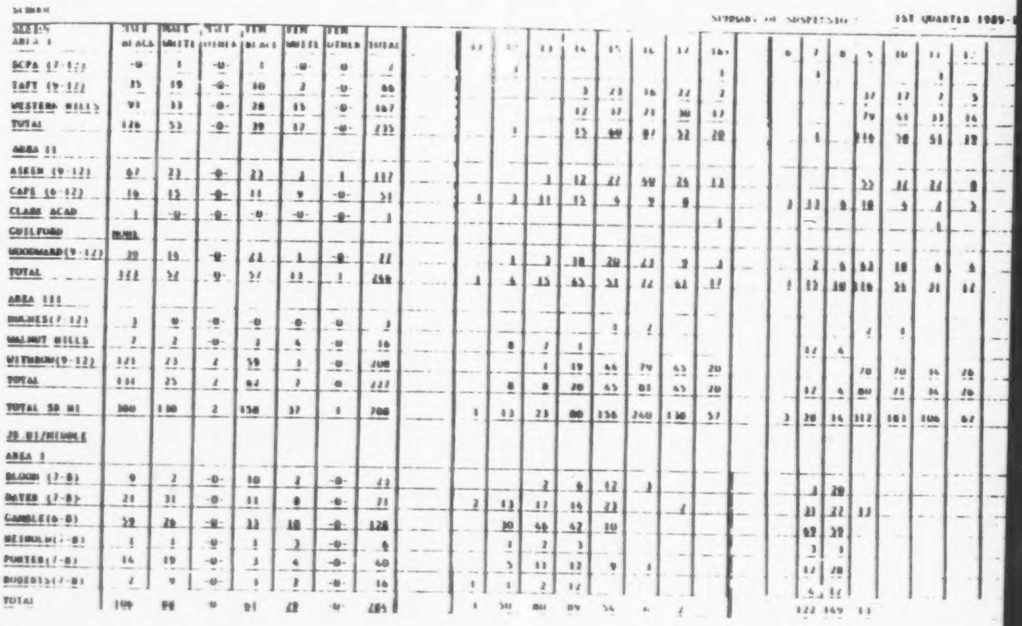
	COMPONENT		STATUS AS OF DECEMBER 7, 1989
8.	Community Involvement and Education (continued)	8e.	Met with Coordinating Committee.
		8f.	Reviewed projects submitted from schools for Vision Committee - Jennings Conference.
9.	Publicity and Marketing	9a.	Hughes Center -- Wrote, photographed, designed, and produced four new brochures for The High School for the Communication Professions, The High School for the Health Professions, The High School for the Computer Professions, The Paideia High School. Brochures will be mailed along with a letter from Principal Rosa Blackwell inviting parents and students to consider one of the programs at Hughes Center. A specific group of parents and students have been targeted. Producing flyers announcing school visits and parent evening meetings at Roberts, Dater, Gamble, and Walnut Hills. Producing a newsletter highlighting activities at Hughes Center including an Open House in February for parents and students. Wrote an article for Uptown News, a publication for the Clifton area.
		9b.	Montessori -- Took photos for an assisted with display of exhibit for Montessori minority teacher recruitment for the Education Convention on December 11.
		9c.	Roberts Paideia -- Interviewed teachers, administrators, parents, etc. and took photographs for the Winter issue of the school's newsletter. It will be used to recruit students, but also for the parents of children at Roberts Paideia Academy and surrounding community. Produced buttons, banners, and business cards for principal.
		9d.	Shroder Paideia -- Interviewed teachers, parents, and community members for first issue of newsletter.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF DECEMBER 7, 1989
9. Publicity and Marketing (continued)	9f.	Brochures/newsletters are being printed: Bilingual Parent Handbook, Academy of World Language brochure, World Language News, Alternative
	9g.	Cincinnati Academy of Mathematics and Science -- Met with principal to discuss publicity/recruitment strategies for the 1990-91 school year. Producing new brochure with photographs and updated program description of the CAMAS program, but will also include other Woodward features such as Project ASPIRE, Miami/Hughes Foundation Grant, and A.C.E. Leadership Program.
	9h.	Channel 5's Special on Alternative Programs -- Worked with producer of "The More You Know" which will feature some of CPS's alternative programs including Hughes Center (health, communications, Paideia), Academy of World Languages, and Montessori. It will air on December 27, 1989, 9:00 - 10:00 p.m.
	9i.	Released Taeuber Index figures to local media.
	9j.	Met with a committee to develop materials (video tape or audio visual presentation) for recruiting minorities to Cincinnati Public Schools.
	9k.	Met with Magnet School evaluator to report on publicity and marketing functions of the second phase of the Magnet School Grant.
10. Pupil Transportation 11. Extracurricular Activities		There has been no change since the Transportation plan went into effect. Yellow bus riders have been given a pass for transportation purposes with Queen City Metro.

12. Discipline Reports 12a. REPORT FROM AREA I



AREA I	BLACK	WHITE	OTHER	BLACK	WHITE	OTHER	TOTAL
SCPA (7-12)	-0-	1	-0-	1	-0-	0	2
TAFT (9-12)	35	19	-0-	10	2	-0-	66
WESTERN HILLS	91	33	-0-	28	15	-0-	167
TOTAL	126	53	-0-	39	17	-0-	235
AREA II							
AIKEN (9-12)	67	22	-0-	23	4	1	117
CAPE (6-12)	18	13	-0-	11	9	-0-	51
CLARK ACAD	1	-0-	-0-	-0-	-0-	-0-	1
GUILFORD	NONE						
WOODWARD (9-12)	39	15	-0-	22	1	-0-	77
TOTAL	[illegible]	52	-0-	[illegible]	13	1	[illegible]
AREA III							
HUGHES (7-12)	3	0	-0-	-0-	-0-	-0-	3
WALNUT HILLS	7	2	-0-	1	6	-0-	16
WITHROW (9-12)	121	23	2	59	3	-0-	208
TOTAL	131	25	2	60	9	0	227
TOTAL SR HI	380	130	2	158	37	1	708
JR HI/MIDDLE							
AREA I							
BLOOM (7-8)	9	2	-0-	10	2	-0-	23
BATES (7-8)	21	31	-0-	11	8	-0-	71
GAMBLE (6-8)	52	26	-0-	32	18	-0-	128
HEINOLD (7-8)	1	1	-0-	1	3	-0-	6
PORTER (7-8)	14	19	-0-	3	4	-0-	40
ROBERTS (7-8)	2	9	-0-	3	2	-0-	16
TOTAL	99	88	0	60	37	-0-	284

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12. Discipline Reports (continued)

SCHOOL	MALE BLACK	MALE WHITE	MALE OTHER	FEM BLACK	FEM WHITE	FEM OTHER	TOTAL	11	12	13	14	15	16	17	18+	6	7	8	9	10	11	12
																1ST QUARTER 1989-1990						
SENIOR HI																						
AREA I																						
SCPA (7-12)	0	1	-0-	1	-0-	0	2		1						1		1				1	
TAFT (9-12)	35	19	-0-	10	2	-0-	66				3	23	16	22	2				37	17	7	5
WESTERN HILLS	91	33	-0-	28	15	0	167				12	37	71	30	17				79	41	33	14
TOTAL	126	53	-0-	39	17	-0-	235		1		15	60	87	52	20		1		116	58	41	19
AREA II																						
AIKEN (9-12)	67	21	-0-	21	2	1	112			1	12	27	40	25	12				55	27	22	8
CAPE (6-12)	16	15	-0-	11	9	-0-	51	1	2	11	15	4	9	8		3	11	9	10	4	2	5
CLARK ALAN	1	0	-0-	0	-0-	-0-	1								1						1	
GUILFORD	[illegible]																					
WOODWARD(9-12)	39	15	-0-	22	1	-0-	77		1	3	18	20	23	9	3		2	5	53	10	6	5
TOTAL	123	52	0	57	13	1	246	1	4	15	45	51	72	41	17	3	15	10	116	54	31	17
AREA III																						
HUGHES(7-12)	3	0	-0-	-0-	-0-	-0-	3					1	2						2	1		
WALNUT HILLS	7	2	-0-	3	4	-0-	16		8	7	1						12	4				
WITHROW(9-12)	121	23	2	59	3	-0-	208			1	19	44	79	45	20				78	70	34	26
TOTAL	131	25	2	62	7	-0-	227		8	8	20	45	81	45	20		12	4	80	71	34	26
TOTAL SR HI	380	130	2	158	37	1	708	1	13	23	80	156	240	138	57	3	28	14	312	183	106	62
JR HI/MIDDLE																						
AREA I																						
BLOOM (7-8)	9	2	-0-	10	2	-0-	23			2	6	12	1				3	20				
DATER (7-8)	21	31	-0-	11	8	-0-	71	2	13	17	16	21		2			31	27	13			
GAMBLE(6-8)	59	26	-0-	33	10	-0-	128		30	46	42	10					89	39				
HEINOLD(7-8)	1	1	0	1	3	-0-	6		1	2	3						3	3				
PORTER(7-8)	16	19	0	1	4	0	40		5	11	12	9	1				12	28				
ROBERTS(7-8)	2	9	0	1	2	0	14	1	1	7	12						5	12				
TOTAL	108	88	0	61	29	-0-	284	1	50	80	89	54	1	2			122	149	13			

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

12. Discipline Reports (continued)

IN-SCHOOL AND WEEK-END SUSPENSION ALTERNATIVES

AREA I

ELEMENTARY	IN-SCHOOL SUSPENSION CLASSES	WEEK-END SUSPENSION CLASSES
CARSON		
CENTRAL FAIRMOUNT	X	
CHEVIOT		
COVEDALE	X	
HAYS		X
HEBERLE		
HEINOLD		
MIDWAY	X	
NORTH FAIRMOUNT		
OYLER	X	
ROLL HILL		
ROTHENBERG		
SANDS		
SAYLER PARK	X	
WASHBURN		
WASHINGTON PARK		
WESTWOOD		
WHITTIER	X	

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12. Discipline Reports (continued)

In School AND Week-End Suspension Alternatives (continued)

SECONDARY		
BLOOM MIDDLE		
DATER JUNIOR HIGH		
GAMBLE MIDDLE		
PORTER MIDDLE		x
S.C.P.A.		x
TAFT HIGH		x
WESTERN HILLS HIGH		
QUEBEC HEIGHTS ELEMENTARY(K-6)	x	
Roberts Paideia....	X	

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12. Discipline Reports (continued)

12b. REPORT FROM AREA II

SUSPENSIONS AREA II SCHOOLS
1ST QTR 1989-90 COMPARED TO 1ST QTR 1988-89

SCHOOL	SEX AND RACE								
SENIOR HIGH	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	89/90 TOTAL	88/89 TOTAL	INCREASE OR DECREASE
*AREA II									
AIKEN (9-12)	67	23	-0-	23	3	1	117	56	+61
C.A.P.E.(6-12)	16	15	-0-	11	9	-0-	51	57	-6
CLARK ACADEMY	1	-0-	-0-	-0-	-0-	-0-	1	1	0
GUILFORD	NONE							1	-1
WOODWARD(7-12)	39	14	-0-	23	1	-0-	77	53	+24
TOTAL	123	52	-0-	57	13	1	246	168	+78
JR HIGH/MIDDLE									
CREST HILLS(7-8)	4	-0-	-0-	6	-0-	-0-	10	3	+7
SCHWAB (7-8)	39	15	-0-	23	6	-0-	83	87	-4
R/CONDON (7-8)	1	1	-0-	1	-0-	-0-	3	5	-2
TOTAL	44	16	-0-	30	6	-0-	96	95	+1
ELEMENTARY									
*AREA II									
BOND HILL (K-6)	1	-0-	-0-	1	-0-	-0-	2	1	+1
BURTON (K-6)	9	-0-	-0-	-0-	-0-	-0-	9	4	+5
CAPE ELEM (K-5)	2	-0-	-0-	1	-0-	-0-	3	12	-9
CARTHAGE (K-5)	NONE								0
CHASE (3-6)	46	3	-0-	6	-0-	-0-	58	31	+27
CLIFTON (K-6)	4	1	-0-	-0-	1	-0-	6	5	+1
COLLEGE H.(K-6)	NONE							0	0
HARTWELL (K-6)	2	-0-	-0-	-0-	-0-	-0-	2	1	-1
KIRBY RD. (K-2)	NONE							0	0
LOSANTIVILLE(K-6	NONE							1	-1
MT. AIRY (K-6)	-0-	1	-0-	-0-	-0-	-0-	1	0	+1
N. AVONDALE(K-6	NONE							5	-5
PL. HILL (K-6)	3			1	1	-0-	5	15	-10
PL.RIDGE (K-6)	11	1		2			14	14	0
R/CONDON (K-6)	1	-0-	-0-	-0-	-0-	-0-	1	1	0
SWIFTON (K-5)	NONE								0
WINTON PL (K-3)	1	-0-	-0-	-0-	-0-	-0-	1	17	-16
TOTAL	78	11	-0-	11	2	-0-	102	107	-5
GRAND TOTAL							444	370	+74

12. **Discipline Reports**
(continued)

EXPULSIONS AREA II SCHOOLS
1ST QTR COMPARED TO 1ST QTR 1988-89

SCHOOL	SEX AND RACE								
SENIOR HIGH	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	89/90 TOTAL	88/89 TOTAL	INCREASE OR DECREASE
*AREA II									
AIKEN (9-12)	7	3	-0-	-0-	-0-	-0-	10	5	+5
C.A.P.E.(6-12)	6	2	-0-	1	-0-	-0-	9	3	+6
CLARK ACADEMY	-0-	-0-	-0-	-0-	-0-	-0-	-0-	1	-1
GUILFORD	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
WOODWARD(7-12)	2	-0-	-0-	-0-	-0-	-0-	2	4	-2
TOTAL	15	5	-0-	1	-0-	-0-	21	13	+8
JR HIGH/MIDDLE									
CREST HILLS(7-8	-0-	-0-	-0-	:	-0-	-0-	1	-0-	+1
R/CONDON(7-8)	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	0
SCHWAB (7-8)	1	-0-	-0-	-0-	1	-0-	2	-0-	+2
TOTAL	1	-0-	-0-	1	1	-0-	3	-0-	+3
ELEMENTARY									
*AREA II									
CHASE (3-6)	1	-0-	-0-	-0-	-0-	-0-	1	2	-1
TOTAL	1	-0-	-0-	-0-	-0-	-0-	1	2	-1
GRAND TOTAL	17	5	-0-	2	1	-0-	25	15	+10

IN-SCHOOL AND WEEK-END SUSPENSION ALTERNATIVES

AREA II

ELEMENTARY	IN-SCHOOL SUSPENSION CLASSES	WEEK-END SUSPENSION CLASSES
BOND HILL		
BURTON		
CAPE ELEMENTARY		
CARTHAGE	x	

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

12. Discipline Reports
(continued)

IN-SCHOOL AND WEEK-END SUSPENSION ALTERNATIVES

CHASE DEMONSTRATION		
CLIFTON MULTI-AGE		
COLLEGE HILL		
HARTWELL		
KIRBY ROAD		
LOSANTIVILLE	X	
MT. AIRY		
NORTH AVONDALE		
PLEASANT HILL	X	X
PLEASANT RIDGE		
ROSELAWN/CONDON		
SWIFTON	X	
WINTON PLACE		
SECONDARY		
AIKEN		
CAPE HIGH		X
PETER H. CLARK ACADEMY		
CREST HILLS	X	
GUILFORD		
SCHWAB MIDDLE	X	
WOODWARD	X	

12. **Discipline Reports** (continued)

12c. REPORT FROM AREA III

1ST QTR COMPARED TO 1ST QTR 1988-89

SCHOOL	SEX AND RACE								
SENIOR HIGH	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	89-90 TOTAL	88-89 TOTAL	INCREASE OR DECREASE
*AREA III									
HUGHES .(7-12)	3	0	0	0	0	0	3	83	-80
WALNUT HILLS	7	2	0	3	4	0	16	5	+11
WITHROW.(9-12)	121	23	2	59	3	0	208	110	+98
TOTAL	131	25	2	62	7	0	227	198	+29
JR HIGH/MIDDLE									
*AREA III									
C.B.A. (6-8)	3	0	0	0	0	0	3	3	0
E. HILLS (7-8)	6	4	0	2	0	0	12	12	0
MERRY (7-8)	21	0	0	12	1	0	84	30	+54
PEOPLES (7-8)	23	6	0	15	5	0	49	19	+30
SHRODER P (7-9)	11	9	0	3	3	0	26	10	+16
TOTAL	114	19	0	32	9	0	174	74	+100
ELEMENTARY									
*AREA III									
ANDERSON PL(K-6	9	3	0	0	0	0	12	10	+2
BRAMBLE (K-6)	1	0	0	2	1	0	4	0	+4
C.B.A. (K-6)	NONE						0	0	0
DOUGLASS (K-6)	1	0	0	0	0	0	1	0	+1
EASTERN H.(K-6)	8	4	0	8	1	0	21	6	+15
FAIRVIEW (K-5)	3	2	0	1	0	0	6	2	+4
HOFFMAN (K-6)	NONE						0	2	-2
HYDE PARK (K-6	1	0	0	1	0	0	2	0	+2
KILGOUR (K-6)	1	0	0	1	0	0	2	1	+1
LINWOOD (K-6)	2	0	0	0	0	0	2	2	0
MCKINLEY (K-6)	NONE						0	0	0
MILLVALE (K-3)	11	2	0	2	0	0	15	0	+15
MT. WASH (K-6)	2	0	0	0	0	0	2	2	0
PARHAM (K-6)	1	1	0	0	0	0	2	0	+2
ROCKDALE (K-6)	NONE						0	1	-1
ROOSEVELT (K-6)	4	1	0	2	1	0	8	3	+5
SCHIEL (K-3)	NONE						0	0	0
SILVERTON (K-6	3	0	0	0	0	0	3	0	+3
S. AVONDALE(K-6	1	0	0	2	0	0	3	0	+3
TAFT (K-6)	NONE						0	0	0
VINE (K-6	NONE						0	3	-3
WINDSOR (K-6)	43	0	0	24	0	0	67	0	+67
WOODFORD (K-3)	NONE						0	0	0
TOTAL	91	13	0	43	3	0	150	32	+118
GRAND TOTAL	336	57	3	137	19	0	551	304	+247

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF DECEMBER 7, 1989
13. Unbiased Tests and Policies	13a.	No activity is currently underway utilizing the unbiased test selection procedure.
14. Information Centers	14a.	Came back on board 11/27/89
	14b.	Met with Alternative/Settlement Office administrators to discuss activities for coming year.
	14c.	Met with building staffs.
	14d.	Arranged to meet with principal and deans at Hughes Center.
	14e.	Worked on Magnet Grant Report for Jerry Moore.
	14f.	Planned school presentations.
15. Evaluation of Settlement Activities	15a.	Supplied data and information regarding Bronson activities as requested by attorneys.
	15b.	Met separately with Shirlee Williams and Dr. Cecil Good to discuss the Low Achieving Schools program.
	15c.	Begin data collection to update report on racial isolation in schools and the analysis of curriculum choices by students.
	15d.	Completed work on the final evaluation report for the Magnet Grant.
	15e.	Scheduled meetings with individual principals in the Low Achieving Schools program.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

<table>
<tr><th>COMPONENT</th><th colspan="2">STATUS AS OF JANUARY 12, 1990</th></tr>
<tr><td>1. Communitywide Task Force</td><td>1a.</td><td>The Communitywide Task Force met January 8, 1990 and approved an 11-point statement to the January 23, 1990 Settlement Agreement hearing. We reached agreement on all but one point.

The Task Force has encouraged organizations that testified at the 1984 fairness hearing to reaffirm their support for the Settlement Agreement process.</td></tr>
<tr><td>2. Alternatives and Open Enrollment</td><td>2a.</td><td>Final enrollment report of students in alternative programs and open enrollment for the 1989-90 school year
<table><tr><td>Black</td><td>10,333</td><td></td></tr><tr><td>Non-Black</td><td>7,984</td><td></td></tr><tr><td></td><td>18,317</td><td>% Black: 56.4%</td></tr><tr><td>Open Enrollment</td><td>812</td><td></td></tr><tr><td>Sibling Transfers</td><td>83</td><td></td></tr><tr><td>Total</td><td>19,212</td><td></td></tr></table></td></tr>
<tr><td></td><td>2b.</td><td>Plans developed and approved for implementing the alternative and open enrollment acceptance process for the 1990-91 school year.

Plan has been submitted to the Superintendent's Cabinet and all district administrators. (See attachment).</td></tr>
<tr><td>3. Other Means for Reducing Racial Isolation</td><td colspan="2">No report submitted.</td></tr>
</table>

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF JANUARY 12, 1990**

4. Low Achieving Schools

LOW ACHIEVING SCHOOLS MONTHLY STATUS REPORT

SCHOOL	STAFF TRAINING	SCHOOLWIDE ASSESSMENT	EXTENDED INSTRUCTIONAL TIME	EFFECTIVE DELIVERY OF INSTRUCTION	STUDENT-FOCUSED IMPACT TEAMS	PARENTAL INVOLVEMENT	CULTURAL ENRICHMENT
Hays	HBJ inservice sessions (primary and intermediate). Grade level planning and sharing meetings. Student-focused Impact Team did faculty inservice. School health nurse did IA inservice.	Identified students at risk in key areas from prepared rosters. Each teacher used IAT results to assess specific student needs. Student-focused Impact Team used prepared rosters and teacher/parent referrals for identifying "crucial" behavior/academic problems.	Homework packets for all students. Peer tutoring with Porter Jr. High students. After-school Reading, computer, and Math clubs. After-school detention for students that don't complete assignments.	Grouping for specific skills from IAT results.. Reinforcement of instruction by Ch. I staff. Computer instruction (classroom and lab). Individual/small group instruction by Reading IA's.	Meet 2nd/4th Tuesday-also met with total staff and outside agency. Identified/prioritized academic and behavior problems and taken action. Assessed staff needs for group/individual inservice.	Monthly PTA meeting. Daily active parent volunteer program. Activity packets for parents to use at home.	Grade level curriculum activities. School-wide Student Incentive Excursion Pen Pal Club with Carson students.
Heinold	MIET I & II	Teachers used assessment sheets to identify students for referral or Impact Team.	After-school tutorial program by ESEA teacher. Regular teachers tutor students.	IGE program in effect with learning communities. Planning time provided in school. Hoffman Laser Learning in grades 4-6 WTR begun in K in Jan.	Meets twice a month on 1st & 3rd Tuesday: counselor, VT, RN. & suspension teacher.	ESEA SAC meetings. LSAC meeting. Monthly preschool meeting. Parent volunteers work in school office.	Full time fine arts team. Martin Luther King assembly with Rev. Shuttlesworth featured in Enquirer. Trips to Krohn Conservatory.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

4. Low Achieving Schools (continued)

LOW ACHIEVING SCHOOLS MONTHLY STATUS REPORT

SCHOOL	STAFF TRAINING	SCHOOLWIDE ASSESSMENT	EXTENDED INSTRUCTIONAL TIME	EFFECTIVE DELIVERY OF INSTRUCTION	STUDENT-FOCUSED IMPACT TEAMS	PARENTAL INVOLVEMENT	CULTURAL ENRICHMENT
Heberle	Fifteen teachers are presently involved in MIET training. Grade K-6 have been inserviced on the CAT. Ros Robinson, Area I Supervisor, inserviced staff on the writing process.	Utilized assessment instrument to identify 98 students as being high risk.	Five ESEA teachers have before-school tutoring to assist youngsters 4 days a week.	Reading Team has given several inservices to staff on the teaching of the Focus 2000 program. 38 students have been identified to attend Saturday School based upon NCE losses.	Student-focused Impact Teams meet every Tuesday at 8:30am to discuss students with various needs.	Monthly parent meetings are being held on timely topics. Seven parents have volunteered in classrooms and five are active members on the LSAC.	Brotherhood Month—the bulletin board will be decorated on the theme of brotherhood. There will also be questions to be asked pertaining to the display. Poster contest on theme of brotherhood; students will be asked to prepare a poster. They will be divided into groups according to grade level. The posters will be displayed on the walls by the principal's office. Essay writing contest on the topic: "What Brotherhood means to Me." Students will be asked to write an essay to be reviewed and read to the students by the authors whose essays were chosen as winners

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT STATUS AS OF JANUARY 12, 1990 **Page 4.**

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4. Low Achieving Schools (continued)

LOW ACHIEVING SCHOOLS
MONTHLY STATUS REPORT

SCHOOL	STAFF TRAINING	SCHOOLWIDE ASSESSMENT	EXTENDED INSTRUCTIONAL TIME	EFFECTIVE DELIVERY OF INSTRUCTION	STUDENT-FOCUSED IMPACT TEAMS	PARENTAL INVOLVEMENT	CULTURAL ENRICHMENT
Hoffman	Tale of How to Motivate Students–N. Johnson. Discipline. At-Risk Students.	Increase students' proficiency in science and math by implementing Science Fair. Increase instruction on study skills, test taking, and time management. Improve student attendance.	Tutoring After-school program. Saturday Tutorial program.	Teachers have weekly lesson plans, reading block of time reserved for morning. Inservices planned for special areas to increase creativity in areas on art, music, PE. Daily visits by administration.	HIP, Victory Neighborhood Services team members in place; team meets on 2nd Tuesday of each month; members include principal, instructional leader, counselor, psychologist, nurse, visiting teacher. Partner in Education Banking.	Parents are volunteering to assist on fund raising. Discussions on parenting workshops.	Guest speakers from Artistic Apparel to demonstrate African American heritage. Field trip to piano recital. Students visit Childrens' Theater.
Oyler	MIET Review of reading assessment.	Reviewed reading assessment results and formed groups.	After-school tutorial by 3 ESEA teachers. Still working on results of retreat.	Grade level meetings. Teacher visitations for reading.	25 students identified for intensive counseling and work in small groups, behavior modification and setting goals.	Volunteers from Elder. Holiday programs for parents. Parent day for K & 1.	Martin Luther King programs for all grades.

4. **Low Achieving Schools**
(continued)

LOW ACHIEVING SCHOOLS MONTHLY STATUS REPORT

SCHOOL	STAFF TRAINING	SCHOOLWIDE ASSESSMENT	EXTENDED INSTRUCTIONAL TIME	EFFECTIVE DELIVERY OF INSTRUCTION	STUDENT-FOCUSED IMPACT TEAMS	PARENTAL INVOLVEMENT	CULTURAL ENRICHMENT
Rothenberg	Training on the use of CAT results. Human Relations inservice to occur Jan. 22.	IAT to be administered week of Jan. 22.	ESEA teachers provide an extended day program on Tuesday, Wednesday, and Thursday.		Met on Jan. 8.	Parent volunteers in the school daily. 22 parents attended PTO meeting on Jan. 18; presentation by Dept. of Human Services. Some parents trained to use Take Home Computers. Some parents attended Martin Luther King program on Jan. 12.	26 students participating in Gabriel's Corner program where they saw a play and have the opportunity to write and present a play.
Windsor	CAT inservice. Reading teacher inservice.	Weekly survey by class re: counselor, VT-referral process for students.	ESEA - three teachers/one per week.	Teaming across class/grade levels for small group instruction re: IAT results.	Monthly meetings: Jan 11 & 18.	Weekly newsletter. Weekly parent survey.	Charm class started (weekly, grades 5 & 6) after school (self esteem, manners behavior) 50 students involved.

4. **Low Achieving Schools (continued)**

LOW ACHIEVING SCHOOLS
MONTHLY STATUS REPORT

SCHOOL	STAFF TRAINING	SCHOOLWIDE ASSESSMENT	EXTENDED INSTRUCTIONAL TIME	EFFECTIVE DELIVERY OF INSTRUCTION	STUDENT-FOCUSED IMPACT TEAMS	PARENTAL INVOLVEMENT	CULTURAL ENRICHMENT
Washington Park	Reading Team report to staff. M.I.E.T: Dec. 14, Jan. 17. Lead poisoning inservice, Jan. 9.	Midyear IAT, week of Jan. 22. 6th grade SCPP, Jan. 10.	Each Tuesday, Wednesday, Thursday, two ESEA teachers work with 3rd and 4th grade students from 2:45 to 3:45	Provided daily in the classroom	Each Tuesday at 8:00am there is a Positive Intervention Team meeting involving the principal, psychologist, VT, counselor, speech therapist and any teacher who wishes assistance or to contribute.	Boosters met on December 1, at 9:30, joined by SAC parents. Parents invited to all assemblies via monthly "Parentograms." Fifteen parent volunteers served Washington Park for a total of 600 recorded hours in Nov. Dec. totals not completed.	Students attended: Sharon Woods Christmas Village (4th grade). Frank Proito (CSO musician) brings weekly guest musician to study with 3nd grades. "Music for Children" concert, Dec.5 (2nd grades). Two students were invited to attend a special performance of the Peaslee Steel Band. Young Author's Project with Oyler & PIE was begun in Dec. Students' works will be published. Dr. Martin Luther King assemblies, Jan 12.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT   STATUS AS OF JANUARY 12, 1990

5a. Staff Development

Ethnic and Cultural Events Calendar for the month of February has been sent to district schools. In addition, free Black History posters are available for each school. Other newly purchased available resources are:

Carter G. Woodson Kits
  Secondary and Elementary Resources

Black American Posters

Black History and Multicultural resources are available at the Professional Library.

Personnel at Staff Development is assisting Walnut Hills and Western Hills in developing Human Relations strategies and/or programs.

5b. Educational Mobility Projects

The application for funds under the Educational Mobility Assistance Program (EMAP) was completed and submitted to the Ohio Department of Education October 31, 1989. Notification of the district's eligibility, and the amount of the funding for 1989-90 was received December 26, 1989.

The district was found to be eligible for $360,676. This is based on 5,794 eligible student transfers at $62.25 per transfer.

The district is now required to submit a description of program activities and a budget for approval in January. At this time the following programs have been selected for incorporation into EMAP for 1989-90:

Discipline Mini-Grants	$199,960
Urban Initiatives	67,500
Clerical Assistance to Heberle and Rothenberg	24,000
American Youth Foundation	2,500

COMPONENT		STATUS AS OF JANUARY 12, 1990
5b. Educational Mobility Projects (continued)		Reading Intervention Materials 25,000 Kindergarten Expansion at Rothenberg 22,500 Office Supplies 1,200 Indirect Costs 18,016 $360,676 Program narratives are presently being developed for Dr. Green's review by Friday, January 19, 1990.
6. Staff Racial Balance	6a.	At the Education Convention in December, a booth was established highlighting the school district's Montessori Retraining Program. One of the purposes of this exhibit was to attract Afro-Americans into Montessori education. Currently, Montessori principals are interviewing those individuals who have indicated an initial interest in the program.
7. Housing Plans of City	7a.	We have received notice of one proposed housing acquisition by CMHA. This proposed acquisition is in the Mt. Airy elementary school attendance area and would probably be helpful in improving racial balance.
8. Community Involvement and Education	8a.	Attended various LSAC meetings at Low Achieving and Double-Neighborhood schools.
	8b.	Attended Alternative Program presentations at preschools with Associate Director and Information Specialists.
	8c.	Met with Alternative Program staff to streamline and clarify upcoming application process.
	8d.	Met with Information Specialists to discuss dissemination of information about upcoming application process.

COMPONENT		STATUS AS OF JANUARY 12, 1990
9. Publicity and Marketing	9a.	Hughes Center -- Distributed four new brochures, along with a letter from the principal and a flyer announcing school visits by deans of four programs and parent meetings at Gamble, Dater, Roberts and Walnut Hills. These packets were mailed to targeted families. Newsletter - Interviewed teachers, parents, students, administrators, took photographs for a newsletter which will be mailed to all eighth graders (public, private, and parochial) in the Cincinnati Public School district. The newsletter announces/promotes Hughes Center´s open house to be held on February 8. It also looks at each of the four programs and gives application procedures. Health Professions - Worked with Environmental Protection Agency, The Academy of Medicine, and The Greater Cincinnati Hospital Council to plan) and carry out an announcement/media briefing of EPA´s Connection-in-Education Program with Hughes Center and the donation of $139,000 to the Health Professions High School from Challenge-Cincinnati, a sports benefit sponsored by the Academy and Hospital Council. Prepared slides for presentations for the computers and health programs.
	9b.	Roberts Paideia -- Wrote, edited, took photos for the first issue of Roberts Paideia News. It will be mailed to targeted families to recruit students in grades K, 1, and 7. It will also be used throughout the community and neighborhood.
	9c.	Shroder Paideia -- Completed work on the school´s first issue of Shroder Paideia.
	9d.	Received delivery of the Bilingual Handbook for Parents, Academy of World Languages brochure, and the Alternative Booklet. Developing distribution plans for both publications.
	9e.	Woodward CAMAS -- Met with principal and staff to begin work on a brochure for the school. It will be used to recruit students into the program.

COMPONENT		STATUS AS OF JANUARY 12, 1990
9. Publicity and Marketing (continued)	9f.	Eastwood Paideia -- Serving on the Eastwood School Committee. Developing strategies to recruit students into the program. Conducting a general promotional plan.
	9g.	Alternative Applications -- Working with reporter from the Cincinnati Enquirer on an article regarding the alternative application process and deadlines. Sending news releases to media to announce when applications are available.
	9h.	Alternative Promotions -- Developing an overall public relations plan which will include public service announcements for television and radio, newspaper and radio ads, and printed materials.
10. Pupil Transportation 11. Extracurricular Activities		The extra curricular yellow buses continue to support the double neighborhood schools. Ridership is down from earlier in the school year. The test of extracurricular, yellow bus students riding Metro buses home in the afternoon has been extended into January. The cost of an afternoon Metro ride is estimated at twenty cents for the disappearing pass, a basic 50 cent fare, and a twenty cent supplemental fare for children riding between 3:00 p.m. and 6:00 p.m. Ridership on Metro varies greatly from day to day, week to week, month to month and school to school. The district total is projected to be between three and five percent of yellow bus riders. The test, as modified, is being well received by the pupils, parents, principals, and Metro. Further meetings will be scheduled to define an expanded program, budget support, and implementation.
12. Discipline Reports	12a.	REPORT FROM AREA I No report submitted.

COMPONENT	STATUS AS OF JANUARY 12, 1990
12. Discipline Reports (continued)	12b. REPORT FROM AREA II Second quarter data not available at this time. A full report on the status of Area II schools regarding suspension, expulsion and attendance as of the 2nd quarter, 1989-90 will be submitted with February report. 12c. REPORT FROM AREA III Second quarter data not available at this time. A full report on the status of Area III schools regarding suspension, expulsion and attendance as of the 2nd quarter, 1989-90 will be submitted with February report.
13. Unbiased Tests and Policies	13a. No activity is currently underway utilizing the unbiased test selection procedure.
14. Information Centers	14a. Prepared 1990-91 Alternative Program slide presentation. 14b. Made Alternative Program presentation to classes at juvenile detention center. 14c. Scheduled preschool alternative program presentations. 14d. Met with principal and four deans at Hughes Center. 14e. Prepared priority applications and handouts for distribution.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JANUARY 12, 1990
15. Evaluation of Settlement Activities	15a. Began a series of interviews with principals in the Low Achieving Schools (LAS) program.
	15b. Attended a meeting with all LAS program principals.
	15c. Responded to information requests by Bronson plaintiff attorneys.
	15d. Participated in Bronson planning meetings.
	15e. Continued work on the evaluation of Bronson programs.

jlc

ATTACHMENT A

Dr. Jack Lewis, Associate Director
Planning, Research, and Evaluation

Dr. Joseph Timmons, Associate
Planning, Research, and Evaluation/Administrative Research

Current Taeuber Status

School Level	Current Taeuber Value	Goal	Difference
High School	37.2	34	-3.2
Middle School	32.6	34.5	+1.9
Elementary	37.0	36.5	- .5

High School Targets for 1990-91

1. Black Open Enrollment student transfers to Western Hills

Number	Approximate Taeuber Impact
300	-3.40
200	-2.25
100	-1.10
50	- .55

2. White Alternative student transfers from Western Hills, S.C.P.A., Walnut Hills or C.A.P.E. to Hughes, CAMAS, International Studies Academy

Number	Approximate Taeuber Impact
100	-1.85
75	-1.40
50	- .93
25	- .47

3. Increase the percentage of black pupils at S.C.P.A. to 50% of the student membership by accepting 75 more black pupils than white pupils.

   Taeuber Impact: Will vary depending upon where the students come from and from what grade levels.

   Probable Range: -.2 to -.5

   However, gains here could be wiped out if there is a significant number of white students transferring from predominantly black schools.

4. Increase the number of eligible black students enrolling at Walnut Hills.

   Estimated Taeuber Impact: -.1 (or less)

5. Increase the number of white students from Bloom and Porter who enroll in grade 9 at Taft.

   Estimated Taeuber Impact: -.1 (or less)

6. Control Taeuber increasing transfers to high school alternatives in 1990-91.

   Estimated Taeuber Impact: -1.5

Possible Elementary Targets for 1990-91

1. Implement K-6 Paideia program at Eastwood

   Estimated Taeuber Impact: -.1

2. Expand Carson to grade 4

   Estimated Taeuber Impact: Negligible

3. Increase open enrollment where possible

Number	Taeuber Impact
100 Black	-.5
100 White	-.8
50 Black	-.25
50 White	-.4
25 Black	-.13
25 White	-.2

4. Control Taeuber increasing alternative transfers

   Estimated Taeuber Impact: -5.0

INTER-OFFICE CORRESPONDENCE
Cincinnati Public Schools
ALTERNATIVE/SETTLEMENT OFFICE

TO: Frank Fields, Director - Alternative/Settlement Office

FROM: Jerry Mitchell, Associate Director - Alternative/Settlement Office

DATE: January 10, 1990

RE: Alternative/Open Enrollment Application Process - 1990-91 School Year

The following plan is recommended for processing and accepting students into alternative programs for the 1990/91 school year.

PRIORITY PERIOD (JANUARY 2-31, 1990)

The month of January starts the application process for the 1990/91 school year. Alternative priority applications are mailed to the parents of students in neighborhood schools that are 90% or more racially imbalanced. These applications will be carefully reviewed by the Alternative/Settlement Office staff; sending only Taeuber decreasing and neutral applications to individual schools. No Taeuber increasing applications will be approved. The acceptance of priority students must be considered before regular applications are considered.

SIBLING PRIORITY PERIOD (JANUARY 24-31, 1990)

Prior to the sibling priority period, a supply of applications marked SIBLING PRIORITY will be sent to each alternative program and the Bilingual Office. Principals will be allowed to accept siblings only during the sibling priority period.

(An informational memo has been sent to each principal regarding the sibling period. See Attachment I.)

REGULAR APPLICATION PERIOD (FEBRUARY 1 - MARCH 31, 1990)

All applications received during this period will be time stamped, dated, and filed by program. Until March 31, only Taeuber decreasing and neutral applications will be released to schools. During this period, schools can accept up to the limits of the district's racial balance. The Alternative/Settlement Office staff will carefully monitor each Alternative School/Program. After March 31, a limited number of Taeuber increasing applications will be released to satisfy the limits of the system's average for elementary, junior, and senior high schools.

System Average - Elementary Schools 61.89%
System Average - Junior High Schools 65.23%
System Average - Senior High Schools 62.44%

EXCEPTIONS TO THE REGULAR APPLICATION PERIOD

1. Students exiting the fifth grade bilingual programs are automatically placed at the Cincinnati Bilingual Academy, Sawyer. Grades 6-8, 1990-91 school year.

   Number of exiting bilingual fifth graders: 354 - (159 white students - 45% of C.B.A.'s incoming enrollment)

2. Students exiting the eighth grade, Cincinnati Bilingual Academy are automatically placed in ISA, Withrow.

   Number of eighth graders exiting CBA: 158 - (69 white students - 44%)

3. Students exiting the eighth grade, Roberts and eighth and ninth grade, Shroder Paideia are automatically placed in the Hughes Alternative Center, Paideia, 9-11.

   Number of exiting ninth graders, Shroder, 92 - (28 white students, 30%)

4. Students exiting the sixth grade, Quebec Heights, Mathematics/Science are automatically placed in the CAMAS Program, Woodward, 7-12.

   Number of exiting sixth graders, 78 - (45 white students, 57%)

DISTRIBUTION AND PROCESSING OF ALTERNATIVE APPLICATIONS

1. A mass mailing has already taken place to the parents of students in neighborhood students that are 90% or more racially imbalanced. (Priority Period)

   Completed priority applications submitted by parents will be sent to principals for their consideration during the week of January 22.

2. A mass mailing of the regular applications is being prepared and will be sent to the homes of all public, private, and parochial students in the district. This mailing will include a cover letter from the superintendent, an alternative application, and an open enrollment application. Parents should receive this mailing the first week in February.

3. For those schools that desire a supply of applications for the February 1 beginning, a supply of applications with the school's name attached will be in the lobby of the Education Center January 31. Those applications not picked up on the 31st will be placed in the pony on February 1.

4. Acceptance, waiting list status, or rejection letters will not be mailed to parents until May 1, 1990. Parents will have until May 25 to enroll their child. Our office will send an interim letter to all applicants acknowledging receipt of their application and stating when they can expect to receive a decision on their application. (See Attachment II.)

   NOTE: Principals, do not inform parents that they have been accepted prior to them receiving the official acceptance letter.

As in the past, the members of the Alternative/Settlement Office staff will be available to assist you. If you need information about an application, contact Theresa Wilson, 369-4021 or Jennifer Goodwin, 369-4020. Should you have additional questions or concerns, don't hesitate to contact me, 369-4964.

Should you have need of recruitment assistance, contact the Information Specialist. Specialist Gil Brown, located at Shroder - 731-3821; Specialists Iva Brown and Beverly Ralston, located at Hays School, 579-9131 or 579-9132.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF FEBRUARY 9, 1990**

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1. Communitywide Task Force

1a. Co-Chair Cheryl Grant read the Task Force's statement to the January 23 1990 Bronson Settlement Agreement Hearing.

The Communitywide Task Force met February 5, 1990. We reviewed the Settlement Agreement hearing, voted to thank organizations that sent statements of support, and planned more frequent meetings with the Superintendent.

The Task Force will elect new chairpersons at our March 5, 1990 meeting.

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2. Alternatives and Open Enrollment

2a. The Superintendent and Alternative/Settlement Office staff met with all district building principals to make them aware of the plans to reach the goals of the Settlement Agreement.

The same information was also presented to district-wide LSAC meetings of parents.

2b. The regular application enrollment period began on February 1, 1990. It started with the predictable outpouring of parents lining up early at the Education Center to take advantage of limited spaces available in some of our more popular programs. The enrollment period will end on March 31.

2c. Alternative application report, January 1 through February 1, 1990.

Total Applications Received	3,283
Total Applications Accepted	939
Blacks Accepted	540
Non-Blacks Accepted	399
Percent Blacks Accepted	57.51
Percent Increasing Taeuber	* 13.84
Percent Decreasing Taeuber	25.88
Percent Neutral Taeuber	60.28

* Taeuber increases are due to the following:

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

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2. **Alternatives and Open Enrollment (continued)**

a. Sixth grade students exiting Quebec Heights to Woodward.
b. Fifth grade students exiting the Bilingual Programs to CBA.
c. Eighth grade students exiting CBA to Withrow, ISA.
d. Eighth grade students exiting Shroder and Roberts to Hughes Center.

2d. Open Enrollment application report, February 1 through February 9, 1990.

Open Enrollment Application Approvals

Secondary	10 Black	Elementary	35 Black
	0 White		0 White
	10 Total		35 Total

Open Enrollment Application Rejections

Secondary	4 Black	Elementary	21 Black
	9 White		6 White
	2 Other		27 Total
	15 Total		

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3. **Other Means for Reducing Racial Isolation**

No report submitted.

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4. **Low Achieving Schools**

4a. Staff Training
Three schools completed the two-day retreats in the fall. One day was devoted to the ROPES Team Building and one day was devoted to developing a Mission Statement and Program Improvement Plan. Four schools did not participate in the ROPES Team Building sessions due to inclement weather. The intent is for these schools to be rescheduled for this activity in August, 1990.

Four schools are participating in MIET Inservice Training with Staff Development Branch personnel.

4. Low Achieving Schools (continued)

All buildings have continued to meet and refine their retreat plans so that they reflect the desired outcomes, as stated in the Comprehensive Plan. Final school plans are due in the Area I office by March 1, 1990.

4b. School-Wide Assessments
All School-Wide Assessments have been completed and returned to Mr. Jerry Moore. Data collected is being used by the Student Focused Impact Teams and the staff, in identifying students in need of additional supports.

4c. Extended Instructional Time

Hays - Tutoring Program (PM) & Sat. Program
Heberle - ESEA (5 teachers 4x/wk. AM) & Sat. Program
Heinold - ESEA (2 teachers 3x/wk. PM)
Hoffman - ESEA (2 teachers 3x/wk. PM)
Oyler - ESEA (3 teachers 3x/wk. PM)
Counseling (PM)
Rothenberg - ESEA (5 teachers 3x/wk. PM)
Washington Park - ESEA (3 teachers 2x/wk. PM)
Windsor - ESEA (3 teachers 1x/wk. PM)
Tutoring Programs (PM)

4d. Effective Delivery of Instruction
All schools have computer technology laboratories in place and operational. Students have access to Apple Labs, Hoffman Laser Learning, WASATCH Labs, and Writing to Read. Buildings are providing computer instruction to students either through structured lab sessions or through access to computer programs in individual classrooms.

Some buildings have implemented changes in instructional program delivery at the intermediate level by changing to self-contained classes. Schedules have also been developed to provide for grade level planning periods, where possible.

4. Low Achieving Schools (continued)

4e. Student Focused Impact Team

All buildings have a Student Focused Impact Team operational. Teams are meeting regularly; student services are being delivered, monitored and evaluated. Local agency involvement has provided extra support for the identified "at risk" students and their families.

Meetings have been held with the nurse and psychologist to help structure the Impact Team meetings. Schools were divided so that the nurse and psychologist will have primary responsibility for four schools each. They will serve on a consulting basis in the other four schools, as needed.

4f. Parental Involvement

All schools have a variety of parent activities underway. Involvement of the counselor has been a key factor in reaching out to parents. Also, often as a result of the Impact Team, parent contact and participation is gained.

Building staffs are making a consistent effort to contact parents via phone, newsletters, programs and home visits. The general response is positive.

4g. Cultural Enrichment

Building detailed grade level plans for Cultural Enrichment Experiences have not been received to date. However, numerous activities are occurring in buildings, and many are listed on the Staff Development Branch monthly inservice bulletin.

The general focus in buildings at this time is on Brotherhood Activities and Afro-American History.

5a. Staff Development

Mini-Grants have been offered to educators in the district in order to promote their human relations efforts in the classroom, at the building level, with support staffs and with Education Center office personnel. The Directors of Guidance requested funds to pay one of the consultants for a workshop on Multicultural Issues for Counselors. The overall rating of the workshop was 6.0 on a scale from 1-7 (1-being very negative, 7-being very positive). Participants at the workshop made comments that are relevant to meeting the goals of the district concerning improving intercultural and interracial understanding. The following are noteworthy:

Evaluation question - Which experiences will be most useful and helpful to you and why? Understanding of differences is clearer.
Everything today was valuable.

Evaluation question - What things can be done to improve future activities:
Continue during the year to have speakers on multicultural issues.
Similar workshops would be beneficial.
This presentation would be excellent at a staff meeting.
Classroom teachers need to hear these messages.
More of the same with this quality of speakers.
Need to get this information to teachers, administrators, parents and political figures.

The speaker for the workshop was:

Dr. John Thomas
1527 Madison Road
Cincinnati, Ohio 45206
"Multicultural Issues for Counselors"

An all day, Project SAGE Workshop was held with the Western Hills High School Site Leadership Team. Staff Development personnel met on three separate occasions with key leadership committee members to identify needs, objectives and workshop activities.

The following objectives were identified: 1) Get to know each other 2) Learn about issues that inhibit unity 3) Learn techniques that lead to consensus 4) Commit themselves to the process 5) Develop a plan for the future.

5a. Staff Development (continued)

There were eleven workshop participants. The participants ranked the workshop 4.8 (1-being not at all high, 5-being very high) on the question - How would you rate this workshop overall?

Pertinent comments included on the evaluation were as follows:

We gained a better understanding of the unique personalities of the group members and a new prospective on how we can work together more effectively.

Understanding people's feelings better.

Ways and means of working together. Learned and appreciated information regarding members.

Learned more of purpose and working of SAGE.

I know the Site Leadership Team members better. I have fewer fears about dealing with them.

5b. Educational Mobility Projects

Descriptions of programs to be funded with EMAP monies during the 1989-90 school year were compiled and submitted to the Ohio Department of Education January 23. The programs include the following:

TITLE	PROGRAM MANAGER(S)
Discipline Mini-Grants	Area Associate Directors
Urban Initiatives	Mrs. Kathleen Ware, Mrs. Deanna Spring
Attendance Monitoring at Heberle and Rothenberg	Mr. Henri Bradshaw, Mrs. Patricia Torrey, Dr. Cecil Good
American Youth Foundation	Dr. Reginald L. Green
Reading Intervention Materials	Mrs. Marie McCarther
Kindergarten Expansion at Rothenberg	Mrs. Patricia Torrey, Dr. Cecil Good
Management Grants Administration	Dr. Zulfi Ahmad, Ms. Diane M. Perrone

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT	STATUS AS OF FEBRUARY 9, 1990
5b.	Educational Mobility Projects (continued)	On February 15, consultant Cynthia Harris from the state department will visit to discuss Cincinnati Public Schools' EMAP program activities. It is hoped that approval will be forthcoming, so that accounts may be established for the various programs.
6.	Staff Racial Balance	No change in status.
7.	Housing Plans of City	No report submitted.
8.	Community Education	8a. During this report period, the Communications Liaison has: - Participated in Low Achieving Schools' meetings. - Met with Information Specialists. - Attended school and parent information meetings with Information - Specialists - Presented information, along with other staff, top principals and other Cincinnati Public Schools' administrative staff regarding alternative program application process. - Attended meeting with Facilities personnel regarding school starting times and transportation. - Attended various LSAC and community meetings. - Met with principal and deans of Hughes Center along with Communications Specialist to discuss recruitment strategies. - Attended citywide kindergarten informational meeting at Hyde Park Church. - Participated in Early Childhood Unit meetings. - Met with administration regarding recruitment and application process recommendations for the Early Childhood Unit. - Met with administrative personnel from various offices to discuss strategies necessary to meet Taeuber goals.

COMPONENT		STATUS AS OF FEBRUARY 9, 1990
8. Community Education (continued)		- Met with Alternative staff and attorneys to discuss Bronson Presentation. - Attended Price Hill/Western hills Kiwanis meeting to lay groundwork for Hughes Center presentation scheduled for 2/27/90. - Met with district manager of all westside West Shell Real Estate agencies to discuss possible inservice about CPS for agents.
9. Publicity and Marketing	9a.	Hughes Center - For February 8, 1990 Open House: mailed newsletters with open house invitation to 4500 families. Purchased radio ads with matching public service announcements on Q102, purchased newspaper ads in Price Hill Press, Western Hills Press, Delhi Press, wrote and sent news release to local media, prepared program/agenda. Approximately 200 parents and their children turned out for the event. Meet with deans of four programs and principal regularly to discuss overall public relations and continued recruitment plans for Hughes Center. Health--Prepared handouts for a presentation to area hospital personnel. Worked with the Academy of Medicine to identify students to include in a quarterly publication to recruit doctors to the mentoring program. Began working on a script for a slide/tape show. Wrote an article for the February issue of Images on the Environmental Protection Agency's Connection in Education Program with Hughes Center and The Academy of Medicine and Greater Cincinnati Hospital Council's donation of $139,000 from the Challenge Cincinnati proceeds. Communications--Designed logo for school jacket to be worn when crews cover news conferences, video tape board meetings, etc.
	9b.	Shroder Paideia - Revised and reprinted brochure. Produced and mailed February 1, 1990 Open House invitation. Wrote, edited, designed newsletter. Mailed to 4000 families, including Shroder Paideia students. The purpose was to create an interest in the program and to recruit students. All promotional materials reflect

9. Publicity and Marketing (continued)

Shroder Paideia's middle school concept for the 1990-91 school year. Met with principal to discuss next issue of Shroder Paideia News.

9c. Carson - Produced flyers for an alternative school fair for sixth graders and for a brotherhood banquet. Assisted school in making arrangements to distribute new brochure on the Montessori program. Sent news releases on brotherhood banquet.

9d. Eastwood Paideia - Produced a flyer (5000) describing the program and the Paideia philosophy. Included is an application for admission to the new program which will be mailed to targeted families throughout the district.

9e. Academy of World Languages/Cincinnati Bilingual Academy - Produced flyer to be distributed to fifth graders considering CBA to continue their bilingual education. Sent news release on sister city student exchange with Kharkov, USSR.

9f. Bronson Settlement Agreement - Attended hearing on January 23; worked with the media.

Arranged media briefing on Bronson which was held on February 6. Media from both print (daily newspapers) and electronic (radio and TV) media attended, about 30 total. Members of the Board of Education, Superintendent Lee Etta Powell, and CPS staff addressed the history of the Bronson Settlement Agreement, the terms of the agreement, its progress, and future funding. Informational packets were provided.

An article on the January 23 Bronson hearing will appear in the February issue of Images.

9g. Publicity surrounding February 1 - Sent news release to media outlining alternative application procedures and policies. Answered questions and referred other staff to media. Received coverage from two dailies, all three television stations, WSAI, WCKY, WKRC, WBVE radio stations.

9. Publicity and Marketing (continued)

Prepared ad for Cincinnati Enquirer special supplement on the 1990's which appeared on February 4. Ad featured alternative programs and how to apply for 1990-91.

9h. McKinley SASDS - Produced slides on parent involvement and volunteer participation at the school for a presentation.

9i. Personnel - Produced an advertisement for a university publication and a flyer to distribute to several universities to encourage students to apply and teach in Cincinnati Public Schools.

9j. Met with Alternative/Settlement Office to devise a recruitment plan for secondary schools (Western Hills, SCPA, Walnut Hills).

9k. Roberts Paideia - Met with principal and program manager to plan next issue of newsletter.

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10. Pupil Transportation
11. Extracurricular activities

No report submitted.

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12. Discipline Reports

12a. REPORT FROM AREA I - Second Quarter

Suspensions

SENIOR AREA I	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL
SCPA (7-12)	2	-0-	-0-	-0-	1	-0-	3
TAFT (9-12)	59	14	-0-	27	-0-	-0-	100
WESTERN HILLS	119	41	1	44	24	1	230
TOTAL	180	55	1	71	25	1	333

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF FEBRUARY 9, 1990**

12. Discipline Reports (continued)

JR.HI/MIDDLE							
BLOOM (7-8)	13	4	-0-	10	-0-	-0-	27
DATER (7-8)	52	56	-0-	33	20	-0-	161
GAMBLE (7-8)	58	34	-0-	32	4	-0-	128
HEINOLD (7-8)	4	1	-0-	1	-0-	-0-	6
PORTER (7-8)	15	18	-0-	13	23	-0-	69
ROBERTS (7-8)	4	10	-0-	9	5	-0-	28
TOTAL	146	123	-0-	98	52	-0-	419

ELEMENTARY							
CARSON (K-6)	-0-	5	-0-	-0-	-0-	-0-	5
CENTRAL FAIR(K-6)	9	2	-0-	-0-	-0-	-0-	14
CHEVIOT (K-6)	1	-0-	-0-	-0-	-0-	-0-	1
COVEDALE (K-6)	9	3	-0-	5	2	-0-	19
HAYS (K-6)	6	-0-	-0-	-0-	-0-	-0-	6
HEBERLE (K-6)	10	7	1	7	-0-	-0-	25
HEINOLD (K-6)	15	4	-0-	4	-0-	-0-	23
MIDWAY (K-6)	3	1	-0-	-0-	-0-	-0-	4
N.FAIRMOUNT (K-6)	18	1	-0-	6	-0-	-0-	25
OYLER (K-6)	16	4	-0-	3	-0-	-0-	23
QUEBEC HGTS (K-6)	1	-0-	-0-	-0-	-0-	-0-	1
ROBERTS (K-6)	15	6	-0-	4	3	-0-	28
ROLL HILL (K-6)	NONE						
ROTHENBERG (K-6)	12	6	-0-	-0-	3	1	22
SANDS (K-6)	1	-0-	-0-	-0-	-0-	-0-	1
SAYLER PARK (K-6)	-0-	1	-0-	-0-	-0-	-0-	1
SCPA (4-6)	2	-0-	-0-	2	-0-	-0-	4
WASHBURN (K-6)	NONE						
WASHINGTON PK.(K-6)	6	3	-0-	4	4	-0-	17
WESTWOOD (K-6)	1	5	-0-	3	-0	-0-	9
WHITTIER (K-6)	3	2	-0-	-0-	-0-	-0-	7
TOTAL	128	50	1	43	12	1	235

12. **Discipline Reports** (continued)

Expulsions

SCHOOL

SENIOR AREA I	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL
SCPA (7-12)					1		1
TAFT (9-12)	5			1			6
WESTERN HILLS	3		1	1			5
TOTAL	8		1	2	1		12
JR.HI/MIDDLE AREA I							
BLOOM (7-8)	4						4
DATER (7-8)	3	2					5
GAMBLE(6-8)	2	1			3	1	7
HEINOLD(7-8)	NONE						
PORTER(7-8)		1		1			2
ROBERTS(7-8)	1	1					2
TOTAL	10	5		1	3	1	20

SCHOOL	SEX AND RACE						
ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL
AREA I NORTH FAIRMOUNT	1						1
OYLER	1						1
ROBERTS	2						2
TOTAL	4						4

12. Discipline Reports (continued)

12b. REPORT FROM AREA II - Second Quarter

Suspensions

SCHOOL	SEX AND RACE								
SENIOR HIGH	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	89/90 TOTAL	88/89 TOTAL	INCREASE OR DECREASE
*AREA II									
AIKEN (9-12)	90	22	-0-	43	10	0	163	111	+54
C.A.P.E. (6-12)	53	33	-0-	19	10	-0-	115	191	-76
CLARK ACADEMY	5	-0-	-0-	-0-	-0-	-0-	5	0	+5
GUILFORD	NONE	---	---	----	----	----	---	---	0
WOODWARD(7-12)	63	5	-0-	33	3	1	105	128	-23
TOTAL	211	60	-0-	95	23	1	390	430	-40
JR HIGH/MIDDLE									
CREST HILLS(7-8)	14	2	-0-	10	-0-	-0-	26	26	0
SCHWAB (7-8)	35	16	-0-	16	11	-0-	78	120	-42
R/CONDON (7-8)	2	0	-0-	1	-0-	-0-	3	3	0
TOTAL	51	18	-0-	27	11	-0-	107	149	-42
ELEMENTARY									
*AREA II									
BOND HILL (K-6)	14	-0-	-0-	-0-	-0-	-0-	14	1	+13
BURTON (K-6)	3	-0-	-0-	-0-	-0-	-0-	3	5	-3
CAPE ELEM (K-5)	9	-0-	-0-	-0-	-0-	-0-	9	9	0
CARTHAGE (K-3)	0	1	-0-	-0-	-0-	-0-	1	3	-2
CHASE (3-6)	38	14	-0-	14	1	-0-	67	50	+17
CLIFTON (K-6)	17	13	-0-	2	-0-	-0-	32	14	+18
COLLEGE H. (K-6)	NONE	---	---	----	----	----	---	---	0
HARTWELL (K-6)	1	-0-	-0-	2	-0-	-0-	3	4	-1
KIRBY RD. (K-2)	NONE	---	---	----	----	----	---	---	0
LOSANTIVILLE(K-6	NONE	---	---	----	----	----	---	---	0
MT. AIRY (K-6)	5	1	-0-	-0-	-0-	-0-	6	0	+6
N. AVONDALE(K-6	NONE	---	---	----	----	----	---	---	0
PL. HILL (K-6)	25	1	-0-	3	-0-	-0-	29	25	+4
PL.RIDGE (K-6)	6	6	-0-	2	-0-	-0-	14	18	-4
R/CONDON (K-6)	2	-0-	-0-	1	-0-	-0-	3	3	0
SWIFTON (K-5)	1	-0-	-0-	-0-	-0-	-0-	1	-0-	+1
WINTON PL (K-3)	17	1	-0-	1	-0-	-0-	19	24	-5
TOTAL	143	37	-0-	25	1	-0-	206	156	+50
GRAND TOTAL	405	115	0	147	35	1	703	735	-32

12. Discipline Reports (continued)

Expulsions

SCHOOL	SEX AND RACE								
SENIOR HIGH	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	89/90 TOTAL	88/89 TOTAL	INCREASE OR DECREASE
*AREA II									
AIKEN (9-12)	6	-0-	-0-	1	-0-	-0-	7	14	-5
C.A.P.E.(6-12)	3	-0-	-0-	-0-	-0-	-0-	3	5	-2
CLARK ACADEMY	1	-0-	-0-	-0-	-0-	-0-	1	-0-	+1
GUILFORD	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	0
WOODWARD(7-12)	3	1	-0-	1	-0-	-0-	5	5	0
TOTAL	13	1	-0-	2	-0-	-0-	16	24	-8
JR HIGH/MIDDLE									
CREST HILLS(7-8	-0-	-0-	-0-	-0-	-0-	-0-	-0-	4	-4
R/CONDON(7-8)	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-	0
SCHWAB (7-8)	2	1	-0-	-0-	2	-0-	5	4	+1
TOTAL	2	1	-0-	-0-	2	-0-	5	8	-3
ELEMENTARY									
*AREA II									
MT. AIRY	-0-	1	-0-	-0-	-0-	-0-	1	-0-	+1
TOTAL	-0-	1	-0-	-0-	-0-	-0-	1	-0-	+1
GRAND TOTAL	15	3	-0-	2	2	-0-	22	32	-10

12c. REPORT FROM AREA III - Second Quarter

Suspensions

AREA III	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL
HUGHES(7-12)	14	8	-0-	-0-	3	-0-	25
WALNUT HILLS	3	12	1	9	5	-0-	30
WITHROW(9-12)	145	39	-0-	57	11	-0-	242
TOTAL	162	49	1	66	19	-0-	297
TOTAL SR.HI	553	164	2	232	67	2	1020

12. Discipline Reports (continued)

AREA III	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL
C.B.A.(6-8)	NONE						
EASTERN HILLS(7-8)	8	6	-0-	8	3	-0-	25
MERRY (7-8)	59	5	-0-	18	-0-	-0-	82
PEOPLES (7-8)	53	8	-0-	25	4	-0-	90
SHRODER PAD(7-9)	36	17	-0-	10	12	-0-	75
TOTAL	156	36	-0-	61	19	-0-	272

ELEMENTARY AREA III	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL
ANDERSON PL. (K-6)	27	5	-0-	8	3	-0-	43
BRAMBLE (K-6)	8	-0-	-0-	3	1	-0-	12
C.B.A. (K-6)	NONE						
DOUGLASS (K-6)	5	4	-0-	1	-0-	-0-	10
EASTERN HILLS (K-6)	17	8	-0-	5	-0-	-0-	30
FAIRVIEW (K-5)	6	4	-0-	-0-	-0-	-0-	10
HOFFMAN (K-6)	1	-0-	-0-	-0-	-0-	-0-	1
HYDE PARK (K-6)	NONE						
KILGOUR (K-6)	3	2	-0-	2	-0-	-0-	7
LINWOOD (K-6)	NONE						
MCKINLEY (K-6)	-0-	2	-0-	-0-	-0-	-0-	2
MILLVALE (K-3)	NONE						
MT.WASHINGTON (K-6)	2	-0-	-0-	2	-0-	-0-	4
PARHAM (K-6)	3	-0-	-0-	1	-0-	-0-	4

12. Discipline Reports (continued)

ROCKDALE	(K-6)	NONE						
ROOSEVELT	(K-6)	21	6	-0-	9	4	-0-	40
SCHIEL	(K-3)	NONE						
SILVERTON	(K-6)	1	-0-	-0-	-0-	-0-	-0-	1
S.AVONDALE	(K-6)	6	4	-0-	-0-	-0-	-0-	10
TAFT	(K-6)	3	-0-	-0-	-0-	-0-	-0-	3
VINE	(K-6)	2	-0-	-0-	-0-	-0-	-0-	2
WINDSOR	(K-6)	50	1	-0-	24	-0-	-0-	75
WOODFORD	(K-3)	NONE						
TOTAL		155	36	-0-	55	8	-0-	254

Expulsions

SENIOR AREA I	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL
HUGHES(7-12)	NONE						
WALNUT HILLS	1						1
WITHROW(9-12)	4	1		1			6
TOTAL	5	1		1			7

JR.HI/MIDDLE AREA ~~III~~	MALE BLACK	MALE WHITE	MALE OTHER	FEM. BLACK	FEM. WHITE	FEM. OTHER	TOTAL
C.B.A.(6-8)	NONE						
EASTERN HILLS(7-8)	NONE						
MERRY (7-8)	5			2			7
PEOPLES (7-8)	3			1			4
SHRODER PAD(7-9)	NONE						
TOTAL	8			3			11

ELEMENTARY	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	TOTAL
AREA III EASTERN HILLS				1			1
ROOSEVELT	1						1
TOTAL	1			1			2

COMPONENT		STATUS AS OF FEBRUARY 9, 1990
13. Unbiased Tests and Policies	13a.	No activity is currently underway utilizing the unbiased test selection procedure.
14. Information Centers	14a.	During this report, the specialists have: - Presented alternative program information at private pre-school parent meetings throughout the city. Provided printed information and applications. - Met with principal and deans of Hughes Center, communications liaison, and communications specialist to plan recruiting strategies. - Provided information to community via telephone contact. - Mailed applications to interested families. - Attended citywide kindergarten at Hyde Park Church. - Assisted at various alternative program open houses. - Presented alternative program information to Cincinnati Public Schools parent meetings. - Assisted parents in filling out applications when necessary.
15. Evaluation of Settlement Activities	15a.	Participated in two meetings with Low Achieving School principals.
	15b.	Participated in a meeting with all principals regarding alternative programs.
	15c.	Gave testimony at Bronson hearing.
	15d.	Continued collection of data required for evaluation of major Bronson activities.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — STATUS AS OF MARCH 9, 1990

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1. Communitywide Task Force

1a. The Communitywide Task Force met March 6, 1990 and elected new officers:
Chairperson: Mr. Robert S Brown
Vice-Chairperson: Dr. W. Monty Whitney

The Task Force wrote local legislators about the impact of SB 140 open enrollment on desegregation, and is seeking a meeting with the Board Bronson Oversight Committee about discipline.

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2. Alternatives and Open Enrollment

2a. Alternative application report, January 1 through March 9, 1990.

Total Applications Received	7,914
Total Applications Accepted	1,941
Blacks Accepted	1,141
Non-Blacks Accepted	800
Percent Blacks Accepted	58.78
Percent Increasing Taeuber	13.81 *
Percent Decreasing Taeuber	31.12
Percent Neutral Taeuber	55.07

* Taeuber Increases are due to the following:

1. sibling priority
2. sixth grade students exiting Quebec Heights to Woodward, CAMAS
3. fifth grade students exiting Bilingual Programs to CBA
4. eighth grade students exiting CBA to Withrow, ISA
5. eighth grade students exiting Shroder & Roberts Paideia to Hughes

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — **STATUS AS OF MARCH 9, 1990**

2. Alternatives and Open Enrollment (continued)

2b. Application Report Same Period 1989

Total Applications Received	8,255
Total Accepted	1,940
Blacks Accepted	977
Non-Blacks Accepted	963
Percent Blacks Accepted	50.36
Percent Increasing Taeuber	24.38
Percent Decreasing Taeuber	32.27
Percent Neutral Taeuber	43.35

2c. Open Enrollment Application Report

Open Enrollment Application Approvals

Secondary	100	Black	Elementary	87	Black
	1	White		2	White
	101	Total		89	Total

Open Enrollment Application Rejections

Secondary 20 - Racial Balance - District School
8 - Racial Balance - Receiving School

Elementary 45 - Racial Balance - District School
4 - Racial Balance - Receiving School

3. Other Means for Reducing Racial Isolation

No Report Submitted.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

4. Low Achieving Schools

4a. Presentation made by Director, Low Achieving Schools, to the District-Wide Student Council regarding possible student involvement in the Low Achieving Schools.

4b. Meeting held with Superintendent; Deputy Superintendent for Administration, Curriculum and Instruction; Board Counsel; Bronson Settlement Counsel; Assistant Superintendent, Area I; Director, Bronson Settlement Office; Director of Low Achieving Schools; and principals of Low Achieving Schools.

Purpose: Review of January court hearing and discussion of the expectations for the identified schools.

4c. Conferences held with individual principals regarding the format and content of their Low Achieving School Plan and its direct relationship to the Low Achieving Schools Comprehensive Plan.

4d. Meeting held with Staff Development Branch on the possibility of providing an inservice session for Instructor Assistants in the Low Achieving Schools.

4e. Presentation made by Director, Low Achieving Schools, to the persons attending the Futrethon Orientation at Procter and Gamble on the role of tutoring in the Cincinnati Public Schools and the need for assistance in the Low Achieving Schools. Approximately one hundred volunteers were in attendance in the tutoring sessions. Response from the volunteers was extremely positive.

4f. Meeting held with Director, Facilities Branch; Director, Logistics Branch; and Director, Low Achieving Schools, regarding building/grounds maintenance in the eight identified schools. Review of expenditures by building over the past three years. Discussion of improvement needs for each building and budget requirements.

4. 4. Low Achieving Schools (continued)

Recommendations will be submitted for inclusion in the 1990-91 budget. Due to very limited funds, approval of all recommended improvements is questionable. However, the meeting was most productive; and both directors were supportive of the needs of the Low Achieving Schools.

7g. Low Achieving School plans were received from all eight schools for the 1989-90 school year.

7h. Meeting held with Assistant Superintendent, Area I; Director of Instruction, Area I; Director, Low Achieving Schools; and Ms. Donna Ginn, Consultant Tri-Vector, Inc. Discussed consultant's work at the fall retreats and role of the consultants in the future.

7i. Meeting held with Associate, Research, Planning and Evaluation Branch, on the instrument prepared to document Cultural Enrichment Activities by school, by grade level, and by relationships to curriculum. Distributed to principals with a return date of March 30,

7j. School-Wide Chapter I Plan Inservice held for all eight schools by Director, Grants Administration. Schools will develop plans with involvement of staff, parents, and community. Determination of service/personnel will be based on individual building needs. Proposals submitted which follow guidelines will be funded for the 1990-91 school year.

7k. Meeting held with the Associate Director, Support Services, Area I; Low Achieving Schools Psychologist; Low Achieving Schools Nurse; and Director, Low Achieving Schools.

Purpose: To review progress of Student-Focused Impact Teams in each building.
Outcome: Memo to Low Achieving Schools building principals regarding specific guidelines for operation of the team in each building.

COMPONENT		STATUS AS OF MARCH 9, 1990
4. Low Achieving Schools (continued)	41.	All Low Achieving School plans for 1989-90 were carefully reviewed and a summary prepared which addresses each component of the Comprehensive Plan by school. Copy of the summary was sent to the Director, Bronson Settlement Office.
5a. Staff Development	5a.	During this period this office was involved in intercultural/interracial districtwide initiatives in the following schools. Aiken Senior High School - An evening performance of God's Trombone, written by James Weldon Johnson, was performed by Aiken students under the direction of an Assistant Principal, the school's instrumental music teacher and a community person. The funds raised from this and future performances are to purchase books to enhance the school's library collection of African-American books. Staff Development Center personnel and designated staff members at Aiken are collaborating in improving the collection. Midway Elementary School - Through a mini-grant proposal submitted to the Black History Committee the inservice committee at Midway obtained the services of Ms. Beverly Binford, an African-American Indian, to speak to students at the school. For two days small groups of students (K-6) were scheduled to see artifacts, listen to music and to interact with Ms. Binford by listening to the information she had to share and through any questions they had for the speaker. Windsor Elementary School - The human relations committee at Windsor Elementary school requested information about the Rainbow Activities resources. I met with this committee to provide an overview of the activities contained in the books. They are planning ways to include these activities in their building and classroom level approaches to

5. **Staff Development (continued)**

improving intercultural/interracial understanding among students. These resources include fifty multicultural/human relations experiences for students in grades K-8. The Rainbow human relations skill building activities are divided into four categories: Cultural pluralism, Self Image, Feelings and Values.

5b. Georgetta King was Investment in Excellence facilitator for two-and-one half days during the last week in February. Nineteen Education Center certificated and civil service employees participated in the program. The program developer, Louis Tice, includes information in the program on habits, attitudes, self-esteem, comfort zones, etc. and provides practical suggestions for utilizing the information.

5b. **Educational Mobility Projects**

On February 15, Ms. Cynthia Harris, consultant from the Ohio Department of Education, visited to review Cincinnati Public Schools' application for EMAP funds. A request was made to elaborate on the description for Reading Intervention Materials. A revised program description was forwarded to the state department. EMAP funds for 1989-90 have been received, and assigned serial numbers have been requested from the Budget Office for the various programs. Below are brief status reports on those programs:

Discipline Mini-Grants - Schools submitted proposals for spending an allocation not to exceed $4/pupil to implement their Local School Discipline Plans. Each school maintains its own account, which is monitored by the respective Area office. A survey will be conducted on the effectiveness on the mini-grants next month.

Urban Initiatives - The secondary Young Authors Conference was held March 14 at the University of Cincinnati. Following a keynote address by a prominent African-American writer, seventh through twelfth graders shared their "published" works in small groups. Staff workshops on storytelling and forensics are being planned by committees.

COMPONENT	STATUS AS OF MARCH 9, 1990
5b. Educational Mobility Projects (continued)	Attendance Monitoring - Clerks at Heberle and Rothenberg elementaries are assisting the principals in monitoring student attendance, as well as making contacts with students' homes, in an effort to improve attendance. American Youth Foundation - Teams of ten students and two teachers from five high schools will be attending the national Leadership Conference at Camp Miniwanca, Michigan, July 24 through August 3, 1990. Teams from the following schools are registering: Aiken, Hughes, Taft, Western Hills and Woodward. Kindergarten Expansion - An additional teacher was hired in February in order to accommodate the additional kindergarten students.
6. Staff Racial Balance	No change in status.
7. Housing Plans of City	We have received notice of two proposed acquisitions by CMHA. One, located in the Mt. Washington attendance area, probably would be beneficial to racial balance. The other, located in the Anderson Place attendance area, probably would not help improve racial balance in the Cincinnati Public Schools.
8. Community Education	During this reporting period, the Communications Liaison has: -- Met with Information Specialists to discuss current activities and plan future strategies and next steps. All alternative program presentations have been completed at priority and non-priority schools. The specialists are preparing to complete an open enrollment survey, assist alternative principals in recruitment and enrollment, and assist in an open enrollment recruitment program for Western Hills. -- Participated in Bronson Presentation Committee meetings (chaired by Frank Fields). Various committee members have presented information regarding desegregation efforts since 1973 for the preparation of a visual presentation which has been requested by the attorneys.

8. **Community Education**

-- Met with Alternative/Settlement Office staff, Cecil Good, John Brunner, Joe Timmons, and Monica Curtis to discuss recruitment strategies necessary to positively affect the Taeuber at the high school level.

-- Participated in Early Childhood Unit meetings (chaired by Judy Thomas) at Crest Hills.

-- Attended community meetings (chaired by Peter Strauss) at Rothenberg School regarding clean-up of surrounding community.

-- Attended media coverage of Rothenberg's unveiling of 30 foot neighborhood clean-up sign (WE START HERE).

-- Met with Dave Phillips (CYC) and visitor from China to explain alternatives.

-- Arranged and assisted Rosa Blackwell and Sybil Daniels in Hughes Center presentation at Price Hill/Western Hills Kiwanis meeting.

-- Met with Monica Curtis and Hughes Center principal and deans to discuss further recruitment efforts necessary to positively affect the Taeuber at the high school level.

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9. **Publicity and Marketing**

9a. Eastwood Paideia - Made arrangements for four parent meetings held March 15, March 19, March 26, and March 29. Sent 14,425 flyers/invitations announcing parent meetings to targeted families on the east side. Produced and developed Eastwood flyer/application and mailed 4,663 to targeted families on the east side to encourage applications. Reprinted the same flyer and sent 1,459 fo them to private and parochial school families on the east side.

Purchased the following media time to advertise Eastwood parent meetings: 54 radio spots (with matching PSAs) on Q102, which has the largest numbers of parents in 25-40 age bracket, especially women; and ads to run three consecutive weeks in the Eastern Hills Journal and Suburban Life community newspapers.

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9. Publicity and Marketing (continued)

Updated Paideia slide/tape presentation to reflect an elementary Paideia program, using slides from Roberts Paideia. It´s being used at parent meetings and will be used for other recruitment efforts.

Sent out bid for Eastwood Paideia brochure.

9b. Hughes Center - Continue meeting on a regular basis with deans and principal to discuss recruitment and public relations strategies.

Placed ad in the special education supplement of the Sunday, March 25 Enquirer on Hughes Center.

Produced a new flyer/application on Hughes Center featuring all four programs. It is being mailed to targeted west side families to encourage application.

Began writing script for the High School for the Health Professions.

Wrote news release on four African journalists visiting the High School for the Communication Professions on March 22.

9c. Roberts Paideia - Interviewed, took photos, began writing next issue of Roberts Paideia News. Wrote news release for the school´s science fair.

9d. Bilingual Programs - Designed and developed displays for the International Fair at Kenwood Town Centre. Wrote and sent news release on Sister City, Kharkov, USSR student visits to AWL/CBA and their stay with the host families. Completed next issue of World Language News, a newsletter on all seven languages that is distributed to every family in the bilingual alternative programs (4,000).

9e. "We Start Here" campaign - For Rothenberg School, a community improvement project. Designed logo, produced flyers and buttons for March 21 parent meeting and April 28/May 5 community clean-up days.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MARCH 9, 1990
9. Publicity and Marketing (continued)	9f. Produced title slides for John Clark's presentation on magnet schools in Columbus, march 25-26. 9g. Took photographs of Oyler School's friendship quilt project coordinated by the school and Urban Appalachian Council.
10. Pupil Transportation 11. Extracurricular Activities	No change in status.
12. Discipline Reports	12a. REPORT FROM AREA I - Data on number of students suspended and expelled from the Cincinnati Public Schools during the third period is incomplete as of this date. The Suspension/Expulsion Report for the third marking period will be ready for distribution on April 16, 1990. 12b. REPORT FROM AREA II - Same as Area I. 12c. REPORT FROM AREA III - None submitted.
13. Unbiased Tests and Policies	No activity is currently underway utilizing the unbiased test selection procedure.
14. Information Centers	During this reporting period the specialists have: - Made 86 phone calls to principals, parents, other school personnel, other non-school personnel, and students. - Received 130 phone calls from principals, parents, other school personnel, other non-school personnel, and students. - Participated in 11 conferences with principals, parents, other school personnel, and students.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MARCH 9, 1990
14. Information Centers (continued)	- Attended 6 meetings with a total of 88 individuals in attendance. - Made alternative program presentations at 23 non-priority schools. A total of 3,113 students attended these presentations and 11,050 handouts were distributed. - At total of 550 alternative program applications and 2,723 brochures were distributed. - Attended special events at various alternative programs.
15. Evaluation of Settlement Activities	15a. Presented data and information to principals in Low Achieving Schools to assist them in preparing formal proposals for Chapter I schoolwide projects. 15b. Began a telephone survey of Open Enrollment program parents to determine attitudes toward the school program. Alternative program information specialists will be contacting parents and asking questions from a prepared questionnaire. 15c. Provided data and information as requested on many different aspects of Bronson programs. 15d. Continued work on the evaluation of alternative programs, low achieving schools, open enrollment, and racial isolation within buildings.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — **STATUS AS OF APRIL 13, 1990**

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1. Communitywide Task Force

1a. The Communitywide Task Force met April 2, 1990 with the Superintendent and Chairperson of the Board's Bronson Oversight Committee.

1b. At our next meeting, we will plan our remaining meetings for the final 13 months.

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2. Alternatives and Open Enrollment

2a. Alternative application report, January 1 through April 12, 1990

Total Applications Received	12,015	Same Period, 1989	11,087
Total Applications Accepted	4,235	Same Period, 1989	3,444
Blacks Accepted	2,386	Same Period, 1989	1,766
Non-Blacks Accepted	1,849	Same Period, 1989	1,678
Percent Blacks Accepted	56.34	Same Period, 1989	51.28
Percent Increasing Taeuber	14.47	Same Period, 1989	21.66
Percent Decreasing Taeuber	28.19	Same Period, 1989	29.50
Percent Neutral Taeuber	57.33	Same Period, 1989	48.84

2b. Eastwood Acceptances

Grade	Black	White
Kdg.	44	40
1	26	21
2	25	12
3	25	19
4	30	30
5	26	14
6	21	15
	197	151

52% Black
92% Filled

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | STATUS AS OF APRIL 13, 1990 | Page 2.

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2. Alternatives and Open Enrollment (continued)

2c. Open Enrollment application report, February 1 through April 2, 1990

Open Enrollment Application Approvals

Secondary	153	Black	Elementary	130	Black
	2	White		3	White
Total	155		Total	133	

Open Enrollment Application Rejections

Secondary
25 - Racial Balance - District School
11 - Racial Balance - Receiving School

Elementary
65 - Racial Balance - District School
11 - Racial Balance - Receiving School

Miscellaneous applications processed (467) - including applications for: alternative programs; district schools; Walnut Hills; and schools not in the Cincinnati Public Schools district.

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3. Other Means for Reducing Racial Isolation

No report submitted.

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4. Low Achieving Schools

4a. Director, Low Achieving Schools, participated in the three-day Area I Retreat at Bergamo Retreat Center, Dayton, Ohio, March 12 - 14, 1990.

4b. Information on the availability of a federal grant for Family-School Partnership was received by the Director, Low Achieving Schools.

4c. Director, Low Achieving Schools, wrote grant proposal for funding two Lead Teachers and one Clerical Support Person to serve as parent-school liaisons for the eight Coalition of Innovative Schools. This Federal Grant Proposal was completed, approved by the administration, and forwarded to Washington, D.C. by the deadline, March 30, 1990.

COMPONENT		STATUS AS OF APRIL 13, 1990

4. Low Achieving Schools (continued)

If funding is approved, it would provide approximately $166,000 per year for a three-year program to increase parental involvement in these unique schools.

4d. Consultation with the principals on the development of their Chapter I School-Wide Plans for 1990-91.

4e. Heberle School Program - March 14, 1990, 6:30 - 8:30 p.m. "Parents Make a Difference."

4f. Rothenberg School - Parent/Community Meeting, 7:00 p.m., March 21, 1990 - Theme, "We Start Here."

4g. Memorandum sent to all Coalition of Innovative School principals to clarify the role of the Impact Team and identify specific guidelines.

4h. Contacted by a representative from the Urban League regarding a proposal to implement a "Brain Bowl" program in the Coalition Schools for grades 3-6. This would be a joint sponsored program by Urban League; University of Cincinnati, College of Education; and the Cincinnati Public Schools. The program would pair students up with U.C. students for the purpose of training for academic competition. This program has been used successfully in the "Schools for Excellence" in Florida.

We anticipate this being a very rewarding experience for the students in our schools and are awaiting funding approval from the University of Cincinnati, College of Education.

4i. Cultural Enrichment Plans submitted by buildings which detail activities, by grade level, and the relationship to the curriculum of each activity. This formally addresses the Cultural Enrichment Component of the Comprehensive Plan.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF FEBRUARY 9, 1990
4. Low Achieving Schools (continued)	4j.	Director, Low Achieving Schools, attended the Area I principals' meeting.
	4k.	Preparation of monthly status report.
	4l.	Submitted request for copies of the Instructional Assessment Test results for the Coalition Schools.
	4m.	Director, Low Achieving Schools, made a presentation to the Agency/Cincinnati Public Schools Task Force Committee on the status of the Coalition of Innovative Schools. An agency subcommittee has identified specific agencies which have agreed to give priority services to the Coalition Schools.
	4n.	Director, Low Achieving Schools, made presentation to a select group of persons interested in implementing the Cities in Schools program at Rothenberg Elementary. The outcome could result in private funding for a modified Cities in Schools program to be implemented fall, 1990.
	4o.	Director, Low Achieving Schools, met with individuals from private sector interested in renovating the swimming pool area at Rothenberg Elementary into a Resource Center. This major project will be pursued, but will require joint funding from the Cincinnati Public Schools and a private source. Desired completion date is September, 1990.
	4p.	Director, Low Achieving Schools, discussed Rothenberg Elementary pool renovation plans with the Assistant Superintendent, Business Services. He will provide assistance in moving project forward once a formal presentation is made to the district administrator.
	4q.	Director, Low Achieving Schools, and Assistant Superintendent, Business Services, will review landscape plans for Oyler, Hays, and Rothenberg Schools. This project will occur after a Task Force is formed and fund raising efforts occur.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF APRIL 13, 1990
4.	Low Achieving Schools (continued)	4r.	Assistance has been given to building principals with the development of their School-Wide Plans, Cultural Enrichment Plans, and staff organization.
		4s.	The official internal name for the eight schools is now "Coalition of Innovative Schools." This change was approved by Dr. Powell, Superintendent. Notification was sent to all Bronson Task Force members and all building principals.
5.	Staff Development	5a.	Staff Development personnel attend regular monthly meetings with the Urban Appalachian Council (Education Subcommittee). At these meetings, the committee is planning various inservices to be presented to Cincinnati Public School employees. They are developing topics related to Appalachian music and art. At the March meeting of the Districtwide Student Council, Georgetta King conducted a session with its membership and advisors about Diversity. The framework used for the discussion included looking at four concepts in order to generate ideas to reduce prejudiced behaviors and beliefs. The concepts were: Positive View of Self, Positive View of Others, Democratic View of Society, and Reasoning Ability. The Center for Peace Education sponsored a training workshop on Children's Creative Response to Conflict. Staff Development personnel assisted in identifying teachers who attended the workshop. The workshop included information on mediation, constructive methods for resolving classroom and playground conflicts, bias awareness and cross-cultural education. Staff Development personnel serve on the Human Relations Committee at Walnut Hills High School. Its mission is to improve human relations in the school community and to plan activities which would involve the total staff in addressing human relations issues. Dr. Bernie Barbadora, Director of Planning, Research and Design is developing a survey which

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COMPONENT	STATUS AS OF APRIL 13, 1990
5a. Staff Development (continued)	will be administered to all staff during the month of April. This survey will assess the staff's candid opinions about the needs related to school climate, human relations, academic performance, discipline, isolation, and staffing. A mini-grant, sponsored by the Multiculural Districtwide Committee, funded the presentation by Lilly Marge Kelly, an Appalachian storyteller, for the students at Sands Montessori, Lilly Marge Kelly presents traditional and original tales and music to audiences of all ages. At CAPE Elementary School an inservice was held for certificated and civil service staff. "The Tale of 'O'," a video presentation was used to generate discussion about diversity. Dr. Michael Landwehr and Georgetta King involved the participants in large and small group activities to encourage open and positive communications about gender, race, age and handicap biases. Based upon the evaluations and observations a follow-up workshop is being planned. Dr. Edwin Nichols was the facilitator at a symposium for the University College faculty. Individuals from Cincinnati Public Schools were also invited to the symposium to participate in the morning session. Dr. Nichols has formal training in psychology, psychiatry, philosophy and education. He is the former director of the National Institute of Mental Health. He developed the Nichols' Model of Multicultural Education. Dean Moore, Doris Stokes, Carol Yudofsky and Georgetta King attended the symposium.
5b. Educational Mobility Projects	Discipline Mini-Grants: Working in cooperation with Jack Lewis, a tentative survey has been developed for distribution to all schools. The survey relates to the type and effectiveness of activities funded by each school's Discipline Mini-Grant.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF APRIL 13, 1990
5b.	Educational Mobility Projects (continued)		Application packets for 1990-91 Mini-Grant proposals were sent to all principals April 13. Proposals are to be submitted to Area offices by May 4, and responses will be sent back to the schools by May 18. This spring planning will hopefully result in more timely implementation of Discipline Plans at the beginning of the school year. State Department of Education Visit: Consultant Cynthia Harris will visit Cincinnati Public Schools on May 15 to observe EMAP projects. Tentatively, she will visit Rothenberg School, where Discipline Mini-Grant funds are being used, as well as funds for an additional teacher under Kindergarten Expansion, and a clerk for Attendance Monitoring. A conference has also been tentatively scheduled with Deanna Spring on Urban Initiatives.
6.	Staff Racial Balance		Teachers have an opportunity to apply for a voluntary transfer up to and including April 16th. Based on the criteria as indicated in the Collective Bargaining Agreement, the Personnel Branch will immediately begin implementing the transfer process.
7.	Housing Plans of City		We have received no notice of proposed housing acquisitions or projects during this reporting period.
8.	Community Education	8a.	Met with Information Specialists regarding Open Enrollment Survey being completed for Evaluation and planned recruitment strategies for alternatives and open enrollment.
		8b.	Participated in Information/Recruitment meetings for Eastwood Paideia.
		8c.	Planned open enrollment recruitment program for Western Hills along with Dee Elmore (coordinator), Ray Finke, Wes Adamson, and Information Specialists.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT			STATUS AS OF APRIL 13, 1990
8.	Community Education (continued)	8d.	Met with Dr. Good, Monica Curtis, and Double-Neighborhood principals to plan future activities.
		8e.	Attended alternative program end of year program at Withrow.
		8f.	Communicated with parents, community members, media, via telephone, letter, or meetings regarding the status of individual applications or the application/acceptance/rejection process as needed.
9.	Publicity and Marketing	9a.	Eastwood Paideia - Conducted publicity surrounding four parent meetings for Eastwood. The following meetings were held: March 15 at Eastern Hills - 5 parents attended March 19 at Hyde Park - 30 parents attended March 26 at Swifton - 4 parents attended March 29 at Eastern Hills - 140 parents with at least 40 of them turning in applications for admission. - Mailed 1,459 flyers with applications to private and parochial parents on the east side of Cincinnati. - Updated slide/tape show on Paideia education to reflect the elementary program. - Wrote a letter and sent a packet of information, including several Roberts Paideia Newsletters, to parents requesting information on elementary Paideia at the four parent meetings. Will use list as an ongoing mailing list.
		9b.	Hughes Center - The High School for the Communication Professions - developed a flyer that the communications industry (Al Schottelkotte) can use to explain the history of the school and its curriculum from an industry standpoint; available for distribution to communication professionals throughout the country.

9. Publicity and Marketing (continued)

9c. Walnut Hills - Representatives from the Communications Branch met with the principal and area superintendent to discuss ways to recruit more black students to Walnut Hills. Efforts include developing a series of targeted mailings (letters, brochure, certificates, etc.), producing a brochure aimed at recruiting minorities, and assisting with public relations (issuing news releases and special events publicity).

9d. Taft - Met with principals from Taft, Bloom and Porter to discuss ways to encourage eighth graders from Bloom and Porter to go to Taft High School. Communications Branch will develop a brochure on Taft, highlight the many positive activities from academics to extra-curricular and assist in planning and publicity of special events for students and parents.
Met with area superintendent and principals regarding the Earn and Learn Bridging. As Taft administration and staff plan activities for Bloom and Porter students, Communications will develop logo, buttons, banners, folders, and other promotional materials to distribute.

9e. Western Hills - Met with principal and staff to develop a plan to recruit black students to Western Hills High School. A flyer with an application was produced. It will be mailed to 3,800 parents/students encouraging black students to apply to Western Hills through open enrollment. The flyer also announces the May 9 open house (600 flyers will be used with feeder schools). The alternative information specialists will make follow-up telephone calls to the targeted families to encourage them to attend the open house.

- Follow-up activities include a possible summer newsletter and other direct mail pieces.

9f. Roberts News - Spring issue is being printed. Articles include mentor story, kindergarten Paideia focus, and visit to nursing home.

9g. Site-Based Management/Shared Decision Making - Serving on a committee led by Cecil Good and Tom Mooney. Developing promotional materials for the May 5 conference.

10. Pupil Transportation
11. Extracurricular Activities

10a. The Pilot Program for the issuance of Extra Curricular Metro bus passes to yellow bus students continues through this school year.

10b. The six test schools have been issued all our passes with the guidance that when they are gone, the Pilot is completed. If the schools don't provide passes to detention and tutoring classes, all other activities can be supported.

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12. Discipline Reports

12a. REPORT FROM AREA I - Data on the number of students suspended and expelled from the Cincinnati Public Schools during the fourth quarter marking period is incomplete as of this date. The Suspension/Expulsion Report for the fourth marking period will be ready for distribution after June 7, 1990.

12b. REPORT FROM AREA II -

SUSPENSIONS AREA II SCHOOLS
3RD QTR 1989-90 COMPARED TO 3RD QTR 1988-89

SCHOOL	SEX AND RACE								
SENIOR HIGH	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	89/90 TOTAL	88/89 TOTAL	INCREASE OR DECREASE
*AREA II									
AIKEN (9-12)	78	12	-0-	37	8	-0-	135	115	+20
C.A.P.E.(6-12)	49	34	-0-	15	16	-0-	114	197	-83
CLARK ACADEMY	3	-0-	-0-	3	-0-	-0-	6	2	+4
GUILFORD	0	1	-0-	-0-	-0-	-0-	1	1	0
WOODWARD(7-12)	50	1	-0-	34	1	-0-	86	79	+7
TOTAL	180	48	-0-	89	25	-0-	342	394	-52
JR HIGH/MIDDLE									
CREST HILLS(7-8	5	-0-	-0-	5	-0-	-0-	10	41	-31
SCHWAB (7-8)	80	14	-0-	42	9	-0-	145	200	-55
R/CONDON (7-8)	9	0	-0-	2	-0-	-0-	11	11	0
TOTAL	94	14	-0-	49	9	-0-	166	252	-86
ELEMENTARY									

12. Discipline Reports
(continued)

SCHOOL	SEX AND RACE								
SENIOR HIGH	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	89/90 TOTAL	88/89 TOTAL	INCREASE OR DECREASE
*AREA II									
BOND HILL (K-6)	14	-0-	-0-	2	-0-	-0-	16	4	+12
BURTON (K-6)	2	-0-	1	-0-	-0-	-0-	3	7	-4
CAPE ELEM (K-5)	6	-0-	-0-	-0-	-0-	-0-	6	13	-7
CARTHAGE (K-5)	6	-0-	-0-	-0-	-0-	-0-	6	2	+4
CHASE (3-6)	53	9	-0-	15	-0-	-0-	77	66	+11
CLIFTON (K-6)	5	4	-0-	2	1	-0-	12	20	-8
COLLEGE H.(K-6)	NONE		-0-	-0-	-0-	-0-	-0-	-0-	0
HARTWELL (K-6)	0	1	-0-	2	-0-	-0-	3	5	-2
KIRBY RD. (K-2)	NONE		-0-	-0-	-0-	-0-	-0-	-0-	0
LOSANTIVILLE(K-6	3	1	-0-	-0-	-0-	-0-	4	-0-	+4
MT. AIRY (K-6)	3	-0-	-0-	1	-0-	-0-	4	4	0
N. AVONDALE(K-6	NONE		-0-	-0-	-0-	-0-	-0-	1	-1
PL. HILL (K-6)	22	4	-0-	13	-0-	-0-	39	39	-0-
PL.RIDGE (K-6)	27	9	-0-	4	-0-	-0-	40	13	+27
R/CONDON (K-6)	5	2	-0-	1	-0-	-0-	8	9	-1
SWIFTON (K-5)	2	-0-	-0-	-0-	-0-	-0-	2	2	-0-
WINTON PL (K-3)	20	-0-	-0-	-0-	-0-	-0-	20	17	+3
TOTAL	168	30	1	40	1	-0-	240	202	+38
GRAND TOTAL	442	92	1	178	35	-0-	748	848	-100

EXPULSIONS AREA II SCHOOLS
3RD QTR 1989/90 COMPARED TO 1988-89

SCHOOL	SEX AND RACE								
SENIOR HIGH	MALE BLACK	MALE WHITE	MALE OTHER	FEMALE BLACK	FEMALE WHITE	FEMALE OTHER	89/90 TOTAL	88/89 TOTAL	INCREASE OR DECREASE
*AREA II									
AIKEN (9-12)	5	1	0	0	0	0	6	8	-2
C.A.P.E.(6-12)	3	0	0	1	1	0	5	3	+2
CLARK ACADEMY	3	0	0	3	0	0	6	0	+6
GUILFORD	1	0	0	0	0	0	1	1	0
WOODWARD(7-12)	0	0	0	1	0	0	1	0	+1
TOTAL	12	1	0	5	1	0	19	12	+7
JR HIGH/MIDDLE									
CREST HILLS(7-8	2	0	0	0	0	0	2	1	+1
SCIMAB (7-8)	1	0	0	6	0	0	7	3	+4
TOTAL	3	0	0	6	0	0	9	4	+5
ELEMENTARY									
*AREA II									
CHASE (3-6)	4	0	0	0	0	0	4	3	+1
PL.RIDGE(K-6)	0	3	0	0	0	0	3	0	+3
TOTAL	4	3	0	0	0	0	7	3	+4
GRAND TOTAL	19	4	0	11	1	0	35	19	+16

12. Discipline Reports (continued)

SUSPENSIONS AREA II SCHOOLS
3RD QUARTER TOTALS 1989-90
COMPARED TO 3RD QUARTER 1988-89

SCHOOL	MID YEAR TOTALS 89-90	88-89	INCREASE OR DECREASE
SR. HIGH			
AIKEN	417	282	+135
C.A.P.E.	280	445	-165
CLARK A.	12	3	+9
GUILFORD	1	1	0
WOODWARD	268	260	+8
TOTAL	978	991	-13
JR/MIDDLE			
CREST HILLS	46	70	-24
SCHWAB	306	407	-101
ROSELAWN/CONDON	17	19	-2
	369	496	-127
ELEMENTARY			
BOND HILL	32	6	+26
BURTON	20	16	+4
CAPE PRIMARY	23	34	-11
CARTHAGE	7	5	+2
CHASE	202	147	+55
CLIFTON	40	39	+1
COLLEGE HILL	0	0	0
HARTWELL	8	10	-2
KIRBY ROAD	0	0	0
LOSANTIVILLE	4	6	-2
MT. AIRY	11	4	+7
N. AVONDALE	0	6	-6
PLEASANT HILL	73	79	-6
PL. RIDGE	68	45	+23
ROSELAWN/ CONDON	12	21	-9
SWIFTON	3	2	+1
WINTON PL.	40	58	-18
TOTAL	543	478	+65
GRAND TOTALS	1890	1965	-75

The Area II Suspension rate after the third quarter of 1989-90 is significantly improved at the secondary level. Suspensions are slightly up at the elementary level but the total for Area II is down by 75.

12. **Discipline Reports**
(continued)

EXPULSIONS AREA II SCHOOLS
3RD QUARTER TOTALS 1989-90
COMPARED TO 3RD QUARTER 1988-89

SCHOOL	3RD QTR TOTALS 89-90	88-89	INCREASE OR DECREASE
SR. HIGH			
AIKEN	23	27	-4
C.A.P.E.	17	11	+6
CLARK A.	7	1	+6
GUILFORD	1	2	-1
WOODWARD	8	9	-1
TOTAL	56	50	+6
JR/MIDDLE			
CREST HILLS	3	5	-2
SCIMAB	11	7	+4
	14	12	+2
ELEMENTARY			
CHASE	5	9	-4
MT. AIRY	1	0	+1
PL. RIDGE	3	1	+2
TOTAL	9	10	-1
GRAND TOTALS	79	72	+7

12c. REPORT FROM AREA III - No report submitted.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF APRIL 13, 1990
13.	Unbiased Tests and Policies		No activity is currently underway utilizing the unbiased test selection procedure.
14.	Information Centers	14a.	Made 63 phone calls to principals, parents, other school personnel, other non-school personnel, and students.
		14b.	Received 76 phone calls from principals, parents, other school personnel, other non-school personnel, and students.
		14c.	Participated in 3 conferences with principals, parents, other school personnel, and students.
		14d.	Attended 12 meetings with a total of 217 individuals in attendance.
		14e.	A total of 80 alternative program applications and 14 brochures were distributed.
		14f.	Made 410 special types of phone calls.
		14g.	Assisted at Eastwood Paideia presentations.
		14h.	Worked on completing open enrollment survey.
		14i.	Attended regular staff meetings.
		14j.	Began meeting and planning for Western Hills open enrollment recruitment program.
15.	Evaluation of Settlement Activities	15a.	Conducted a workshop on the California Achievement Test for Hoffman staff members.

COMPONENT		STATUS AS OF APRIL 13, 1990
15. Evaluation of Settlement Activities (continued)	15b.	Conducted studies and provided data and information for use in developing Chapter 1 school-wide project proposals for Coalition of Innovative Schools program schools.
	15c.	Provided data and information requested by Bronson attorneys.
	15d.	Continued work on the analysis of suspension statistics.
	15e.	Continued work on the evaluation of alternative schools, open enrollment, and racial isolation within schools.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MAY 11, 1990
1. Communitywide Task Force	1a.	The Communitywide Task Force met May 7, 1990 to plan agendas for the 8 monthly meetings remaining before the January 1991 Settlement Agreement hearing."
2. Alternatives and Open Enrollment	2a.	Alternative application report, January 1 through May 16, 1990

Total Applications Received	14,573	Same Period, 1989	11,819
Total Applications Accepted	5,339	Same Period, 1989	4,452
Blacks Accepted	2,984	Same Period, 1989	2,405
Non-Blacks Accepted	2,355	Same Period, 1989	2,047
Percent Blacks Accepted	55.89	Same Period, 1989	54.01
Percent Increasing Taeuber	16.73	Same Period, 1989	20.67
Percent Decreasing Taeuber	28.10	Same Period, 1989	31.86
Percent Neutral Taeuber	55.18	Same Period, 1989	47.47

2b. Eastwood Acceptances

Grades	Blacks	Non-Black
Kdg.	44	42
1	30	26
2	29	17
3	31	23
4	29	30
5	29	18
6	26	17
	218	173

55.7% Black

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

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2. Alternatives and Open Enrollment (continued)

2c. Open Enrollment application report, February 1 through May 17, 1990

Open Enrollment Application Approvals

Secondary	300 Black	Elementary	198 Black
	4 White		11 White
	304		209

Open Enrollment Application Rejections

Secondary 46 - Racial Balance - District School
22 - Racial Balance - Receiving School

Elementary 138 - Racial Balance - District School
28 - Racial Balance - Receiving School

Miscellaneous applications processed (610) - including applications for: alternative programs; district schools; Walnut Hills; and schools not in the Cincinnati Public Schools District. One hundred applications have been placed on waiting list.

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3. Other Means for Reducing Racial Isolation

NO REPORT SUBMITTED.

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4. Coalition of Innovative Schools

4a. California Achievement Tests were administered to all schools during the period of April 16-27, 1990. Results are anticipated July, 1990.

4b. Consultation with three principals regarding revision of their building Cultural Enrichment Plan.

4. Coalition of Innovative Schools (continued)

4c. Memorandum sent to Coalition psychologist and nurse regarding Project "Forward Pass" and Student-Focused Impact Team Agency assignments.

4d. Revised Cultural Enrichment plans submitted for two schools.

4e. Information relayed to Dr. Cecil Good, Assistant Superintendent, Area I, regarding the change in plans for the implementation of the :Brain Bowl Program." This program will be jointly sponsored by the Greater Cincinnati Urban League; University of Cincinnati, College of Education; and the Cincinnati Public Schools. Implementation will occur January, 1991, instead of September, 1990.

4f. Director of Coalition of Innovative Schools gave keynote address to the American Business Women's Association Annual Banquet.

4g. Monthly meeting was held with all principals of the Coalition schools.

4h. Attendance at Bronson Settlement Agreement Committee meeting and report given on Coalition of Innovative Schools.

4i. Attended Impact Team meeting at Windsor School.

4j. Preparation of monthly status report for the Assistant Superintendent, Area I, on Coalition of Innovative Schools activities.

4k. Attendance at two Bronson presentation committee meetings regarding the Coalition of Innovative Schools and System-Wide Discipline.

4l. Prepared formal observation report for Assistant Superintendent, Area III, per request, on a school visit.

4m. Notification sent to principals regarding availability and willingness of Mental Health Services North Central to provide parent group sessions for Coalition Schools.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MAY 11, 1990
4. Coalition of Innovative Schools (continued)	4n.	Contact with Emerson North regarding arrangements for two schools to participate in ROPES Program, August, 1990.
	4o.	Collected data to respond to Bronson Counsel´s request for information on Coalition Schools.
	4p.	Prepared and distributed information regarding a yearly progress report to Coalition principals.
	4q.	Contacted by Executive Director, AVOISE, regarding offer to provide services to sexually abused students in Coalition Schools.
	4r.	Meeting held with psychologist, nurse, and Associate Director of Support Services to review status of school Impact Teams and give update on agency services available to schools.
	4s.	Speech given to MARCC Delegate Council regarding Coalition Schools.
	4t.	Met with Enquirer reporter regarding Coalition Schools and speech to MARCC Delegate Council.
	4u.	Worked with Assistant Superintendent, Area I, on recommendations for the funding of additional support services to Coalition Schools for 1990-91.
	4v.	Contacted by Mr. Don Runte, Donnovan Group, regarding purchasing additional software packages for Coalition Schools.
5a. Staff Development	5a.	The Appalachian Idea Book Inservice was held at Staff Development for teachers throughout the District who taught grades K-3. The presenters were representatives from the Urban Appalachian Council who wrote the Appalachian Idea Book. The two-hour workshop gave the participants an opportunity review activities and ask questions relevant to the social and cultural needs of the Appalachian student.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF MAY 11, 1990
5a. Staff Development (continued)	5b. Rainbow Activities in the Curriculum Inservice was held at Linwood Elementary School on May 15, 1990. Cathy DuPree, Cincinnati Public School employee, was the presenter. The inservice focused on activities in the Rainbow Activity Series for grades K-6. The Series is a collection of multicultural activities. Teachers received orientation and suggested ideas for infusing the activities into their classroom curricula.
	5c. In responding to an invitation extended by the Education Subcommittee of the Black Forum Think Tank, a community organization, Dean Moore and Georgetta King were co-presenters at a May meeting held by the forum. At the request of the sub-committee the presentation included information on multicultural activities in the District. The presenters gave information concerning districtwide initiatives (special events,) projects, school related activities and social studies curriculum revision). A question and answer period followed the presentation.
	5d. Georgetta King attended The National Institute of Multicultural Education and Effective Schools during the week of April 3-6, 1990. Dr. James A. Banks and Dr. Lawrence W. Lezotte, nationally known educators in the fields of multicultural education and effective schools respectively, were the major speakers. Their inclusion in this conference highlighted the importance of pairing the effective schools research and development of multicultural curricula to improve student achievement.
	5e. Georgetta King has an on-going staff development involvement with the following schools and office to assist in improving human relations: Walnut Hills, North Fairmount, Hays CAPE and Early Childhood Education.

5b. Educational Mobility Projects

Discipline Mini-Grants: A survey has been developed for distribution to all schools through the Planning, Research and Evaluation Branch. The survey relates to the type and effectiveness of activities funded by each school's Discipline Mini-Grant. Many Discipline Mini-Grant applications have been received for the 1990-91 school year by the area assistant directors.

Urban Initiatives: Ten teachers will attend a Forensics Workshop May 14, along with five busloads of students. State EMAP consultant, Cynthia Harris, is scheduled to meet with program manager, Deanna Spring, on her visit to Cincinnati May 15.

Attendance Monitoring: Clerks were hired in November (Rothenberg) and December (Heberle) to provide additional student monitoring and record-keeping in these high risk schools. They make personal contacts with students' families, working closely with the Visiting Teachers. Assistance is provided to families who move outside the school's attendance area, but choose to keep their children in the same school. Assistance is also provided through referrals to community services and agencies. State consultant, Ms. Harris, will meet with EMAP program staff at Rothenberg on her May 15 visit.

American Youth Foundation: At a cost of $1,500 per team, registrations have been paid for 10 students and two teachers from the following schools to attend the AYF Leadership Conference at Camp Miniwanca, Michigan, July 24-August 3, 1990:

Aiken
Hughes Center
Taft High
Western Hills
Woodward

Kindergarten Expansion: An additional kindergarten teacher began in January at Rothenberg. A new class was created from two overcrowded classrooms.

Reading Intervention: No activity has taken place in this project to date.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF MAY 11, 1990
6.	Staff Racial Balance	6a.	Staff is currently transferring teachers, per the Collective Bargaining Agreement, with the goal of ensuring that all schools are in compliance with the policy on racial balance.
7.	Housing Plans of City	7a.	We have received notice of one proposed CMHA housing acquisition located in the Rothenberg Elementary School attendance area. This acquisition would not likely help to improve racial balance.
8.	Community Education	8a.	Met with parent group from Roselawn/Condon along with principal and area assistant superintendent.
		8b.	Assisted with Walnut Hills recruitment of eligible sixth graders.
		8c.	Assisted with Western Hills Open Enrollment recruitment.
		8d.	Participated with Rothenberg "We Start Here" committee.
		8e.	Met with Bronson Presentation Committee in preparation for court hearing.
		8f.	Met with information specialists.
		8g.	Attended Early Childhood committee meeting.
9.	Publicity and Marketing	9a.	Western Hills - Mailed open house (May 9) invitations to 3,790 targeted families. Produced T-shirts, buttons, and pennants for students. Mailed letter and application to all black open enrollment students leaving Dater and to all black open enrollment applicants who were rejected at other schools. Working on summer newsletter to retain interest among those who have applied and to generate interest among those who are still making decisions. The newsletter will include an open enrollment application.

9. Publicity and Marketing (continued)

9b. Taft High School - Met with principal, assistant principal, teachers to discuss publicity for May 16 "Spring Orientation." Bloom and Porter 8th graders spent a day "paired" with students at Taft seeing programs, touring schools, having lunch, and attending classes. Produced flyer and mailed to every parent/student. Completed art work for school button. Continuing work on developing a brochure for Taft High School which will be mailed to Bloom and Porter students early summer.

9c. Eastwood Paideia - Completing final touches on the Eastwood Paideia brochure. Met with principal to develop recruitment and public relations plans for summer which include: a letter to each parent/student who has been accepted into the program from the principal; summer newsletter, logo, buttons, and other promotional materials. Assisting with communications to parents to ensure that they enroll their children.

9d. Hughes Center - Taking remaining photos for Health Professions' slide/tape show. Covered Earth Day with Environmental Protection Agency and Hughes Center.

9e. Coalition of Innovative Schools - Wrote and released radio public service announcement for Rothenberg's "We Start Here" community clean-up campaign. Met with principal at Hays Elementary to discuss publicity efforts for school and community. Plans include buttons, banners, logos, folders, etc., and news releases to create a more positive image of the school. Heberle - Developed flyer for The Friends of Heberle's Festival.

9f. AWL/CBA - Video-taped lessons of the four non-western languages to be used with state and national foreign language associations; footage will also be used as part of a long-term video project on teaching foreign language in Cincinnati Public Schools.
Developed flyer for May 12 International Festival. Sent news release. Beginning to write, photograph and edit the final issue of World Language News for this school year. Included in this issue will be an evaluation form for parents to return.

COMPONENT	STATUS AS OF MAY 11, 1990
9. **Publicity and Marketing** (continued)	9g. Carson - Developed flyer for a Montessori parent education meeting. 9h. Designed Local School Advisory Council (LSAC) certificate. 9i. Served on a committee and attended a conference May 5, 1990 on Site-based Management/Shared Decision-making. 9j. Wrote and designed advertisement on alternative schools for Cincinnati Magazine's School Guide which appears every two years. 9k. Visited the following schools gathering information, stories, and news for the district's annual report and for an AV presentation that the Communications Branch is producing: Roberts Paideia, Central Fairmount, Washburn, Parham, Sayler Park, Roll Hill, Aiken, Shroder, Peoples, Covedale, Rockdale, Clifton, Western Hills, Woodward, Taft Elementary, Washington Park, Hughes Center, CAPE Primary, Sands, and Withrow.
10. **Pupil Transportation** 11. **Extracurricular Activities**	No reports submitted.
12. **Discipline Reports**	12a. REPORT FROM AREA I Mini-Grants and Discipline Proposals are being reviewed and approved for the 1990-91 school year. The Suspension/Expulsion Report for the fourth marking period will be ready for distribution after June 7, 1990.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MAY 11, 1990
12. Discipline Reports (continued)	12b.	REPORT FROM AREA II The next formal report will be at the end of fourth quarter. Currently, the Area II office is screening and approving Discipline Mini-Grants and Chapter 2 proposals for the 199
	12c.	REPORT FROM AREA III No report submitted.
13. Unbiased Tests and Policies	13a.	No activity is currently underway utilizing the unbiased test selection procedure.
14. Information Centers	14a.	Made 78 phone calls to principals, parents, other school personnel, other non-school personnel, and students.
	14b.	Received 85 phone calls from principals, parents, other school personnel, other non-school personnel, and students.
	14c.	Attended 11 meetings with a total of 200 individuals in attendance.
	14d.	A total of 218 alternative program applications and 52 brochures were distributed.
	14e.	Made 1,673 special types of phone calls.
	14f.	Enrolled 226 students for Eastwood Paideia.
15. Evaluation of Settlement Activities	15a.	Met with Alternative office staff to discuss the processing of alternative program applications.
	15b.	Conducted an analysis of program applications accepted to date.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF MAY 11, 1990
15. **Evaluation of Settlement Activities** (continued)	15c.	Met with Alternative office staff to discuss recruiting of open enrollment students, and provided computerized rosters of students who might be interested in open enrollment.
	15d.	Collected several items of data from Coalition of Innovative Schools (CIS) principals as requested by attorneys.
	15e.	Began a series of interviews with CIS principals to obtain information about discipline procedures.
	15f.	Collected and analyzed additional data on the number of suspensions in schools.
	15g.	Conducted a survey of all principals regarding the use of in-school suspension classes.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT **STATUS AS OF JULY 13, 1990**

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1. Communitywide Task

1a. The Communitywide Task Force wrote Cincinnati City Council expressing disappointment that they dropped residency requirements despite its impact on the October 1990 Taeuber goals.

The Communitywide Task Force met July 2, 1990 to discuss metropolitan school desegregation. Two of the three suburban superintendents invited cancelled because of legal concerns.

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2. Alternatives and Open Enrollment

2a. Alternative Program Application Report - January 1 through July 9, 1990

Total Applications Received	15,306
Total Applications Accepted	5,887
Blacks Accepted	3,340
Non-Blacks Accepted	2,547
Percent Blacks Accepted	56.74
Percent Increasing Taeuber	16.67
Percent Decreasing Taeuber	28.62
Percent Neutral Taeuber	54.70

2b. Eastwood Acceptances

Grades	Blacks	Non-Black	Total
Kdg.	38	36	74
1	28	23	51
2	29	14	43
3	29	20	49
4	31	25	56
5	31	18	49
6	23	17	40
	209	153	362

58% Black

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF JULY 13, 1990**

2. Alternatives and Open Enrollment (Continued)

2c. Open Enrollment Application Report, February 1 through July 13, 1990

Open Enrollment Application Approvals

Secondary	355 Black 2 White 357	Elementary	223 Black 15 White 238

Open Enrollment Application Rejections

Secondary
59 - Racial Balance - District School
25 - Racial Balance - Receiving School

Elementary
184 - Racial Balance - District School
22 - Racial Balance - Receiving School

Miscellaneous applications processed (695) - including applications for: alternative programs; district schools; Walnut Hills; and schools not in the Cincinnati Public Schools District. 108 applications have been placed on waiting list.

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3. Other Means for Reducing Racial Isolation

3a. A meeting was held with the Alternative/Settlement Office to discuss programs conducted by the school system that should be described in this section of the monthly progress report. Plans were made for a more complete reporting of pertinent program activities in future reports.

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4. Coalition of Innovative Schools

4a. Met with the principal and instructional leader at Hoffman School regarding the annual progress report.

4b. Met with Dr. William Russ regarding possible candidate for the additional psychologist position in Coalition Schools.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JULY 13, 1990
4. Coalition of Innovative Schools (Continued)	4c.	Met at Hays School with principal regarding selection process for lead teacher positions.
	4d.	Met with Dr. Colenthia Hunter to review Impact Team Plan draft.
	4e.	Reviewed results of teacher surveys from CIS.
	4f.	Attended C.P.S./Agency Task Force meeting and gave status report on Coalition Schools.
	4g.	Met with Joan Wyler, Director, Prevention and Education, Mental Health Services North Central regarding services requested by Coalition Schools.
	4h.	Reviewed Schoolwide Chapter One Plan drafts for each Coalition School.
	4i.	Held meetings with individual principals, Dr. Ahmad, Dr. James, and Dr. Good to make necessary revisions to plans.
	4j.	Reviewed draft for Impact Team Program Design.
	4k.	Held meeting with psychiatric nurse and psychologist regarding additions/ modifications to their plan.
	4l.	Held meeting with principal and plant operator at Heinold School. Followed up by sending note to Dr. Good requesting support for building needs.
	4m.	Participated in meeting at University of Cincinnati, with Dean Castenell and Ms. Zakia El-Amin regarding finalizing program plans for Brain Bowl.
	4n.	Contacted Monica Curtis regarding the idea of designing a Coalition Newsletter. Will follow up in July.

COMPONENT	STATUS AS OF JULY 13, 1990
5a. Staff Development	5a. No report submitted.
5b. Educational Mobility Projects	Discipline Mini-Grants: Discipline Mini-Grants have been received and approved by the associate directors of each area. Applications from Area II have been submitted to Diane Perrone, Grants Administration, for review of budget categories and subsequent issuing of ASN´s (assigned serial numbers). ASN´s for mini-grant budget items will be in schools by July, so that discipline plans may be initiated when the school year begins. Urban Initiatives: Program manager, Deanna Spring, has requested that some monies ($2,500) originally budgeted for inservice be reallocated for materials. There is not enough time to plan and implement additional inservice sessions at this point in the funding period. A total of 132 teachers participated in the **Urban Initiatives Summer Institute** for a total of 2,510 hours. Twenty-six teachers planned and presented at workshops and the institute for a total of 158 hours. Attendance Monitoring: The principal requested that the clerk at Rothenberg work an additional week, because she was hired in November. This requisition was approved. American Youth Foundation: Ten students and two teachers from five high schools will attend the AYF Leadership Conference at Camp Miniwanca, Michigan, July 24-August 3, 1990. Reading Intervention: No activity has taken place in this project to date.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT | **STATUS AS OF JULY 13, 1990**

5b. Educational Mobility Projects (Continued)

State Department: A budget revision and request for extension were approved by the Ohio Department of Education. Monies were reallocated as follows:

	FROM	TO
Discipline Mini-Grants	$199,960	$219,646
Urban Initiatives	67,500	No Change
Attendance Monitoring	24,000	19,028
American Youth Foundation	7,500	No Change
Reading Intervention	25,000	15,578
Kindergarten Expansion	22,500	17,208
Administrative Expenses	14,216	No Change

Approval was given to extend the funding period through October 31, 1990.

6. Staff Racial Balance

6a. No change in status.

7. Housing Plans of City

7a. No additional housing proposals have been received during this period.

8. Community Education

8a. Met with information specialists to discuss plans for recruitment efforts during the summer months.

8b. Working cooperatively with the Communications Office, two separate mailings were made to recruit students for open enrollment - one mailing was sent to parents of black students and the other was sent to parents of white students.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — STATUS AS OF JULY 13, 1990

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9. Publicity and Marketing

9a. Eastwood Paideia - Developed logo, buttons, stationery, tee shirt design for new school. Produced a brochure which includes description of the Paideia program, special Eastwood Paideia features, and photographs. It can be used to recruit students and as a direct-mail piece. Produced a summer newsletter to send to parents who have enrolled their children (and to recruit others if necessary). It includes: Principal profile, description of Paideia, student orientation announcement, building update, and a story on the Paideia teacher training. Will be mailed the week of August 6. Extras will be printed to distribute to new parents.

9b. Hughes-The High School for the Health Professions - The Communications Branch is taking an active role in developing the materials (logo, brochures, banners, tee shirts, stationery, and other promotional materials) for the 1990 Challenge Cincinnati to be held October 21, 1990 to benefit the health professions school. Last year, The Academy of Medicine and the Greater Cincinnati Hospital Council raised $159,000 as a result of the event.

Also developed responsibility sheets for The Health Professions School for shadowing, internships, observation activities.

9c. Western Hills - Placed ads in **Cincinnati Herald** for three weeks in July to encourage students to attend Western Hills under the district's open enrollment policy. 4,200 newsletters were sent (mid-July) to targeted families to recruit students and to encourage those students who have applied and been accepted but have not enrolled to do so.

9d. Taft High School - Producing brochure on the school which includes academic programs, extra curricular, and other support programs offered by the school. Will be mailed in mid-August to encourage ninth graders to attend Taft. Will be used throughout the year as a public relations piece on the school.

Produced "Discipline with Dignity" materials for teacher and student handbooks.

COMPONENT		STATUS AS OF JULY 13, 1990
9. Publicity and Marketing (Continued)	9e.	Shroder Paideia - Edited and designed, with photographs, summer newsletter. It describes some of the school's accomplishments, including teacher awards/recognitions; parent, teacher, student survey results; and student orientation announcement.
	9f.	Coalition of Innovation Schools: Hays - Developing logo, student handbook, buttons, student folders to distribute to students and parents when school opens in September. Rothenberg - Produced yard signs "We Start Here Was Here" for the school/community improvement project. Discussed with Director of Coalition of Innovative Schools promotional activities and materials for the 1990-91 school year.
	9g.	Continue to produce materials for the Bronson Settlement Agreement January, 1991 final hearing.
	9h.	Roberts Paideia Annual Progress Report - Graphics and photography.
	9i.	Realtor - Gave a presentation to Re-Max Real Estate Group on eastern side of Cincinnati on Cincinnati Public Schools, in particular, alternative programs. Meeting requests for sending additional information on alternative schools to a variety of realtors as a result of a recent mailing of the alternative schools booklet.
10. Pupil Transportation 11. Extracurricular Activities		No change in status. Efforts are underway to complete all transportation arrangements for students by the opening of school.

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12. Discipline Reports

12a. Under the direction of Dr. Lionel H. Brown, a committee on discipline has been convened. This committee includes representatives from parent groups, LSAC's, universities, teachers, and administrators. Three committee meetings have been held to date, and plans are being made to conduct pilot projects on discipline in a total of 20 schools during the 1990-91 school year. The pilot projects will be modeled after the Peoples Middle School discipline project designed and conducted during the second semester of the past school year.

12b. The following statistics were reported for the Fourth Quarter of the 1989-90 school year.

SUSPENSIONS

	Elementary	Junior/Middle	Senior High	Total
Area I	295	410	195	900
Area II	235	131	467	833
Area III	233	448	259	940
TOTALS for 1989-90 Fourth Quarter	763	989	921	2,673
TOTALS for 1988-89 Fourth Quarter	1,017	1,136	947	3,100

EXPULSIONS

	Elementary	Junior/Middle	Senior High	Total
Area I	8	24	6	38
Area II	7	5	24	36
Area III	1	12	10	23
TOTALS for 1989-90 Fourth Quarter	16	41	40	97
TOTALS for 1988-89 Fourth Quarter	12	35	35	82

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF JULY 13, 1990
12. Discipline Reports (Continued)	12c.	The report on total suspensions and expulsions for the 1989-90 school year is being prepared and will be completed in time for the August progress report.
13. Unbiased Tests and Policies	13a.	No activity is currently underway utilizing the unbiased test selection procedure.
14. Information Centers	14a.	Made 59 phone calls to principals, parents, other school personnel, other non-school personnel, and students.
	14b.	Received 110 phone calls from principals, parents, other school personnel, other non-school personnel, and students.
	14c.	Met with other Alternative/Settlement Office staff (Jack Lewis and Jodi Seger) about recruitment.
	14d.	A total of 114 alternative program applications were sent out to parents/students.
	14e.	Made 695 special types of phone calls.
	14f.	Enrolled 16 students for Eastwood Paideia, made 91 calls and sent 17 letters to parents regarding registration for Eastwood Paideia, made 93 calls to parents whose children have been accepted at Hughes and have not registered.
	14g.	Visited Hughes to select an office to move into from Shroder.
15. Evaluation of Settlement Activities	15a.	Provided rosters of accepted and enrolled students at Eastwood and other alternative programs.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF JULY 13, 1990	Page 10
15. Evaluation of Settlement Activities (Continued)	15b. Continued work on the preparation of evaluation reports for alternative programs, open enrollment, and coalition of innovative schools. 15c. Made arrangements to collect the data (via computer) to analyze racial isolation within schools.	

dlb

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF AUGUST 17, 1990

1. Communitywide Task

1a. The Communitywide Task Force met with Deputy Superintendent/Treasurer to discuss November, 1990 School Levy.

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2. Alternatives and Open Enrollment

2a. Alternative Program Application Report - January 1 through August 17, 1990

Total Applications Accepted	5,898	
Number of Students Accepted and Enrolled	5,107	
Blacks Accepted and Enrolled	2,901	56.8%
Non-Blacks Accepted and Enrolled	2,206	
Percent Increasing Taeuber	17.21	
Percent Decreasing Taeuber	29.12	
Percent Neutral Taeuber	53.67	

2b. Eastwood Paideia School

Total Number of Accepted Students = 409
Paideia Program Students = 362
Special Education Students = 47

A total of 311 Paideia program students (57.9% black) had enrolled as of August 17.

2c. Open Enrollment Application Report, February 1 through August 17, 1990

Open Enrollment Application Approvals

Secondary	467	Black	Elementary	261	Black
	5	White		13	White
	472			274	

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF AUGUST 17, 1990
2.	Alternatives and Open Enrollment (Continued)		Open Enrollment Application Rejections Secondary 89 - Racial Balance - District School 27 - Racial Balance - Receiving School Elementary 192 - Racial Balance - District School 26 - Racial Balance - Receiving School
3.	Other Means for Reducing Racial Isolation	3a.	The EO/AA branch has prepared inservice presentations which are available to schools participating in the discipline pilot project. The inservice subjects are on crosscultural differences between students and staff that may impact on student achievement and discipline.
4.	Coalition of Innovative Schools	4a.	STAFF TRAINING - Staff inservice arrangements were made for Hoffman and Heberle Schools to participate in the ROPES Program at Emerson North Hospital the last week of August. PURPOSE: Team Building. Inservice session was arranged for Heinold Middle School for the last week of August. The two-hour inservice will include teachers and instructor assistants. PURPOSE: Review Chapter One Schoolwide Plan for 1990-91.
		4b.	SCHOOLWIDE ASSESSMENT - Meeting held on August 17, 1990 with Dr. Cecil Good, Mr. Jerry Moore, and Mrs. Carol Bouldin. PURPOSE: Review and Explanation of CAT Results for 1990. Building principals will submit their planned activities which address the comprehensive plan for 1990-91. Receipt of plans will occur prior to August 31, 1990.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT — STATUS AS OF AUGUST 17, 1990

4. Coalition of Innovative Schools (Continued)

4c. INSTRUCTIONAL DELIVERY - Agreement was finalized with University of Cincinnati, College of Education, Greater Cincinnati Urban League, and Cincinnati Public Schools to implement the Brain Bowl Program in all coalition schools. The program will prepare selected groups of third and fourth graders for academic competition in math and science.

4d. IMPACT TEAMS - A comprehensive manual was developed for the Impact Teams in coalition schools. The draft of this manual is well underway and completion is anticipated by October, 1990.

Meetings with the psychiatric nurse and psychologist have occurred throughout summer to work on this major project.

We are presently in the process of hiring an additional psychologist and nurse for service to coalition schools. This will enable a complement of a nurse and psychologist for four schools each.

4e. OTHER - Approval of Chapter One Schoolwide Plans for all coalition schools will enable schools to get additional personnel based upon identified needs of each school.

All coalition schools will have at least a half-time assistant principal for 1990-91.

Additional services such as: art, music, and physical education teachers will be provided for some schools in order to strengthen their cultural enrichment programs. Extra visiting teacher services will be assigned to some schools to help improve attendance and parental participation/support.

Preparation has begun on a newsletter for coalition staff and parents. Mrs. Monica Curtis, Communications Branch, will work with this project and we anticipate our first issue, late September, 1990.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT	STATUS AS OF AUGUST 17, 1990
5a. Staff Development	5a. Appalachian Idea Books were sent to schools and homes of participants who attended the April 30, 1990 inservice. The Appalachian Inservice was held at the Staff Development Center. (Refer to May 11, 1990 report for details concerning the inservice.) 5b. Professional Growth Institute booklets were sent to schools. The following human relations courses are offered during the Fall Term: Rainbow Activities in the Curriculum and Working with Appalachian Students.
5b. Educational Mobility Projects	Discipline Mini-Grants: ASN's (assigned serial numbers) have been requested for mini-grant budget items, so that discipline plans may be initiated when the school year begins. Urban Initiatives: According to program manager, Deanna Spring, 132 teachers participated in the Urban Initiatives Summer Institute for a total of 2,310 hours. Twenty-six teachers planned and presented at workshops and the institute for a total of 158 hours. American Youth Foundation: Ten students and two teachers from five high schools attended the AYF Leadership Conference at Camp Miniwanca, Michigan, July 24-August 3. State Department: Approval was given to extend the funding period through October 31, 1990.
6. Staff Racial Balance	6a. With the opening of school soon, it appears that, again, the majority of schools will be in compliance with the policy on staff racial balance.
7. Housing Plans of City	7a. We received notice of one proposed housing acquisition by CMHA. This proposed acquisition is located in the Losantiville attendance area. Since the pupil membership at Losantiville is 69.4% black, this acquisition would not likely help to improve racial balance in the Cincinnati Public Schools.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF AUGUST 17, 1990
8.	Community Education	8a.	During this report period the communications liaison has been on duty 8/3/90 through 8/17/90. Activities included: - Western Hills Enrollment Campaign - Rothenberg Community Improvement Committee - Assessment of Available Slots for Alternative Programs - Evaluating Applications for Taeuber Impact - Accepting and Rejecting Applications Based on Taeuber Impact - Assisting Parents in Identifying Programs Available - Writing Letters to Parents of Students not Enrolled
9.	Publicity and Marketing	9a.	Eastwood Paideia - Produced summer newsletters which included a principal profile, student orientation announcement, building update, and teacher training. It was mailed to 360 parents/students enrolled at Eastwood Paideia and will also be used throughout the community. Other materials produced include: stationery, buttons, design for tee shirts.
		9b.	Hays Elementary - Produced button, student handbook, student folders.
		9c.	Roberts Paideia Academy - Assisted with editing and graphics of Annual Progress Report.
		9d.	Coalition of Innovative Schools - Working with Director of Coalition of Innovative Schools to create a newsletter that would be distributed to all staff, students, and parents of the Coalition Schools.
		9e.	Shroder Paideia - Mailed and distributed summer newsletter. Articles included: Staff accomplishments; parent, student, and teacher surveys; and student orientation announcement.
		9f.	Taft High School Brochure - Completed project, delivered brochures to the school for distribution to eighth graders at Bloom and Porter.

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9. Publicity and Marketing (Con't.)

9g. Sands Montessori Student Handbook - Reprinted and delivered to school.

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10. Pupil Transportation
11. Extracurricular Activities

No change in status.

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12. Discipline Reports

12a. Statistics in the annual report indicate that a total of 9,591 suspensions were administered to students during the 1989-90 school year. This was a reduction of 69 suspensions from the 1988-89 school year. The number of suspensions by level was as follows.

SCHOOL LEVEL	NUMBER OF SUSPENSIONS 1988-89	1989-90	CHANGE
Elementary	2,709	2,646	-63
Junior/Middle	3,223	3,317	+94
Senior High	3,728	3,628	-100
Totals	9,660	9,591	-69

12b. All Area I principals identified their chronic discipline and attendance at-risk students and sent their names to the area assistant superintendent. Area Impact Teams (counselors, psychologists, visiting teachers and other support personnel) have planned a series of activities for the at-risk students for the week of August 27, 1990.

Additionally, six Area I schools (Dater, Central Fairmount, Gamble, Midway, North Fairmount, and Roberts) have been identified as Discipline Pilot Schools. The purpose of the Discipline Pilot is to provide an effective learning and teaching climate by addressing discipline through a systematic and comprehensive plan.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF AUGUST 17, 1990
12. Discipline Reports (Con't.)	12c.	Seven Area II schools (Bond Hill, Chase, Clifton, Mt. Airy, Pleasant Hill, Winton Place and Schwab) have been identified for intensive planning regarding the improvement of discipline and attendance for 1990-91. Throughout August faculties of these schools are completing discipline action plans for 1990-91. Each staff received 1 1/2 days of inservice activity regarding discipline improvement. Additionally, all Area II principals have referred lists of chronic discipline and attendance problem students to the Area office. Throughout the week of August 27-31, Area Impact Team will hold parent and student meetings with targeted families to facilitate remediation.
13. Unbiased Tests and Policies	13a.	No activity is currently underway utilizing the unbiased test selection procedure.
14. Information Centers	14a.	During this report period, one or two Information Specialists have been on duty for any given week. Listed below are the various duties performed: 185 General Information Calls (with parents and principals) 1000 Targeted Phone Calls (to parents) 103 Applications Distributed or Mailed Special Activities Included: - enrolling students for Eastwood - sent letters to students still needing to enroll
15. Evaluation of Settlement Activities	15a.	Continued work on the evaluation of discipline, racial isolation within schools, Coalition of Innovative Schools, open enrollment and alternative programs.
	15b.	Met with director of Coalition of Innovative Schools and Area I superintendent to review preliminary evaluation data on schools in program.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF SEPTEMBER 14, 1990
1.	Communitywide Task Force	1a.	The Communitywide Task Force met September 10, 1990 to review 1989-90 achievement test results, especially for the Coalition of Innovative Schools.
2.	Alternatives and Open Enrollment	2a.	Alternative Program Applications - The application cycle has been completed for the year, and most programs are filled to capacity. Office staff members during this period did contact parents of accepted students who had not enrolled at their new school to encourage them to enroll the child. Additional work was done for programs with vacancies in an effort to bring the programs up to capacity. This work involved calling parents of students on the waiting list to see if they still were interested in the program. This work has been reasonably successful.
		2b.	Open Enrollment Applications - The application cycle has been completed for the year, and almost all schools involved have accepted the maximum number of open enrollment students that space will allow. Parents of accepted students who had not enrolled at the new school were contacted and encouraged to enroll their child.
		2c.	Eastwood Paideia - A total of 353 students (58% black) have enrolled at Eastwood. This count includes special education students. Efforts continued during this period to fill vacancies with students from the waiting list in an effort to reach the program capacity.
3.	Other Means for Reducing Racial Isolation	3a.	The EO/AA Branch staff explored the possibility of identifying adult volunteers to conduct the Green Circle student program on human differences. The Cincinnati Youth Collaborative and the Communication Branch volunteer projects have been contacted.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF SEPTEMBER 14, 1990
4.	Coalition of Innovative Schools	4a.	No report submitted. (NOTE: Mrs. Carol Bouldin has been out of the office due to illness. The next progress report will cover two report periods.)
5a.	Staff Development	5a.	Staff Development personnel in collaboration with Dr. Michael Landwehr, Associate in Psychological Services and Doris Stokes, Equal Opportunity/Affirmation Action Officer are assisting several schools in human relations problem solving and analysis. This is phase one in the process of recommending a local school staff development plan.
		5b.	The Professional Growth Institute once again offered human relations courses for the Fall Term. The course, **Working with Appalachian Students** will provide information and activites to help teachers bring an awareness of Appalachian culture to their students in a developmentally appropriate learning mode (Graduate credit and C.E.U.´s are available). **Rainbow Activities in the Curriculum** is a course that will provide the participants with the opportunity to formulate a practical direction in planning for diversity in the classroom (C.E.U.´s are available). **Maintaining and Improving Effective Teaching (Miet)** will assist participants in understanding the relationship between at-risk students and teaching behaviors and identifying their own positive teaching behaviors (Graduate credits and C.E.U.´s are also available). **Cooperative Learning in Mathematics (K-3)** will let participants experience this classroom technique that encourages diversity (gender, race, achievement potential) to maximize achievement outcomes. Districtwide reponses have been good.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

	COMPONENT		STATUS AS OF SEPTEMBER 14, 1990
5b.	Educational Mobility Projects	5a.	Eduational Mobility Assistance Program (EMAP) funds are allocated to Ohio, based on the number of students transferring among schools, who have a positive effect on racial balance. Each year Joe Timmons prepares enrollment data for the Ohio Department of Education's Division of Equal Educational Opportunities, based on figures submitted by each school during the first week of October. The district's allocation is then calculated by the state department, and an application is developed for funding.
		5b.	For the 1990-91 school year, a tentative EMAP is being prepared for review by the state department. In anticipation of the state's approval, some activities pertaining to the proposed projects have been initiated. The proposed projects are: Discipline Mini-Grants Urban Initiatives Project H.E.L.P. at Sayler Park School Discipline Pilot Mobile Area Impact Teams Communications to Parents
6.	Staff Racial Balance	6a.	No report submitted. (NOTE: The Personnel Director has reported that 32% of the newly hired teachers this year are minorities. A full report on staff racial balance will be forthcoming.)
7.	Housing Plans of City	7a.	We have received no additional notices of proposed housing construction during this period.

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SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 14, 1990
8. Community Education	8a.	The alternative program information specialists completed their regular work assignment during this period, and they are not scheduled to return to work on a regular basis until December 1, 1990.
	8b.	One of the three specialists did remain on duty in the Alternative Schools office to assist with the task of contacting parents of non-enrolled students.
9. Communitywide Publicity and Marketing	9a.	Coalition of Innovative Schools - Met with Director of Innovative Schools to decide final schedule and format of the Coalition Connection, a newsletter for all of the coalition schools. The first issue will appear in October.
	9b.	Eastwood Paideia - Arranged first day/school opening activities and ribbon-cutting ceremony with the school and coordinated media activities accordingly. Provided buttons and balloons. Worked at the school to assist the principal and secretary.
	9c.	LSAC Flyer - Developing a flyer explaining Local School Advisory Committees, their role, and how people can get involved in their school.
	9d.	Extended Day Handbook - Updated copy and graphics for the Extended Day program at Heberle.
	9e.	Met with Director of Alternative/Settlement Office - to begin work on developing the alternative program application for the 1991-92 school year and to determine communication needs of the alternative application process to parents.
	9f.	Writing an Article - on publicity and recuitment of the Paideia programs in the Cincinnati Public Schools for the Paideia Bulletin published by the Institute for Philosophical Research in Chicago.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 14, 1990
10. Transportation	10a.	Transportation arrangements for the opening of school have gone smoothly this year. Route adjustments continue to be necessary due to new enrollees and to withdrawals from the school system.
11. Extracurricular Activities	11a.	Activity buses have been arranged once again for the four paired schools. These buses run from each paired school about one hour after the end of of the normal school day. This arrangement allows students to stay after school for any special activities at the school.
12. Discipline Reports/ Discipline Plan	12a.	Ad Hoc Committee - The districtwide Ad Hoc Committee for Discipline met on August 29 to review current policies and procedures regarding student discipline. The committee consensus was that no inherent bias exists in these policies and procedures. A full committee report will be forthcoming.
	12b.	Area I Report - On August 27, 1990, a District-Wide Discipline Workshop was held at Withrow High School for identified at-risk students and their parents. At this meeting students and their parents were given an opportunity to discuss their views and recommendations on discipline in the Cincinnati Public Schools with central office and school administrators and support staff personnel (counselors, visiting teacher and psychologists).

COMPONENT		STATUS AS OF SEPTEMBER 14, 1990
12. Discipline Reports/ Discipline Plan (Continued)	12b.	Students and parents who participated in the District-Wide Discipline Workshop were invited to participate in follow-up activities during the week of August 27, 1990. Area I Support Staff Personnel planned and implemented two follow-up activities for at-risk students and their parents. The activities were held on August 29, at Roberts Paideia and August 30, at Porter Middle School. Students and parents who participated in the District-Wide Discipline Workshop and the additional follow-up activities appeared to exhibit a more positive attitude for school success in 1990-91.
	12c.	Area II Report - Specific data regarding Area II Suspensions and Expulsions will be available following the end of the first quarter. Seven (7) Area II schools, Crest Hills, Schwab, Bond Hill, Chase, Clifton, Mt. Airy and Winton Place have been targeted for intensive attention regarding discipline improvement. Faculty teams from targeted schools completed discipline inprovement workshops in August prior to the opening of school. In September and early October, The Mobile Area Support Team will conduct total evaluations of the status of discipline at targeted schools. Support teams will then provide assistance to students and families on a case management basis.
	12d.	Area III Report - No report submitted.
13. Unbiased Tests and Policies	13a.	No activity is currently underway utilizing the unbiased test selection procedure.

SETTLEMENT AGREEMENT STATUS REPORT

Components and Related Matters

COMPONENT		STATUS AS OF SEPTEMBER 14, 1990
14. Evaluations Related to Settlement Agreement	14a.	Located possible off-site buildings to house preschool classes for the Heberle and Hoffman districts.
	14b.	Continued work on the evaluation of discipline, racial isolation within schools, Coalition of Innovative Schools, open enrollment and alternative programs.
	14c.	Presented CAT results to two schools.

APPENDIX I

Planning,
Research &
Evaluation Branch

REPORT OF ACHIEVEMENT TEST RESULTS
CINCINNATI PUBLIC SCHOOLS
APRIL, 1990 ADMINISTRATION
OF THE CALIFORNIA ACHIEVEMENT TEST, FORM E

By Joseph F. Gastright, Ed.D.

August, 1990

Cincinnati Public Schools

Office of the Superintendent

Nondiscrimination Statement

The Cincinnati Public Schools provides equal educational and employment opportunities for all people without regard to race, color, national origin, religion, gender or handicap. For additional information, contact the Title IX Coordinator or Section 504 Coordinator at 369-4000.

ABSTRACT

This report contains the total reading, total mathematics and total language test results from the administration of the California Achievement Test (CAT), Form E, administered to students in the Cincinnati Public Schools in April, 1990.

The percent of students scoring at and above norm in reading was 37.5% in grades 1-6, 36.6% in grades 7-8, and 42.9% in grades 9-11. In grades 1-11, 38.4% of the students scored at and above norm (See Table 1). In 1990, 4.3% fewer students scored at and above norm in grades 1-6, 1.5% fewer students scored at and above norm in grades 7-8, and 1.9% more students scored at and above norm in grades 9-11. This represents a decrease from 1989 of 2.6% in percent of students in grades 1-11 scoring at and above norm in reading.

The percent of students scoring at and above norm in mathematics was 41.7% in grades 1-6, 34.1% in grades 7-8, and 36.9% in grades 9-11. In grades 1-11, 39.5% of all students scored at and above norm (See Table 2). In 1990, 3.6% fewer students scored at and above norm in grades 1-6, 2.4% fewer students scored at and above norm in grades 7-8, and 0.2% fewer students scored at and above norm in grades 9-11. This represents a decrease from 1989 of 2.9% in percent of students in grades 1-11 scoring at and above norm in mathematics.

The percent of students at and above norm in language was 40.6% in grades 1-6, 37.5% in grades 7-8, and 36.9% in grades 9-11. In grades 1-11, 39.4% of all students scored at and above norm (See Table 3). In 1990, 1.8% fewer students scored at and above norm in grades 1-6, 1.3% more students scored at and above norm in grades 7-8, and 1.0% more students scored at and above norm in grades 9-11. Overall, this represents a decrease from 1989 of 0.8% in percent of students in grades 1-11 scoring at and above norm in language.

REPORT OF ACHIEVEMENT TEST RESULTS
CINCINNATI PUBLIC SCHOOLS
APRIL, 1990 ADMINISTRATION
OF THE CALIFORNIA ACHIEVEMENT TEST, FORM E

The System-Wide Testing Program

The system-wide testing program provides group and individual student achievement data in the basic skills of reading, mathematics and language. The group achievement data provide essential measurement information for the evaluation of the school system's program at grade and school unit levels for federal and state funded programs. The student data provide the individual student, his/her parents, teachers, and counselors information on achievement for comparison with a "national norm" group of students.

Test publishers periodically revise their tests in order to keep the content well-matched with current instructional practice and to provide comparisons with a current "norm group." Typically, achievement tests are re-normed on a seven or eight year cycle.

In April, 1988, Form E of the California Achievement Test (CAT) was given for the first time. All students in grades 1-11 were tested in reading, mathematics and language. In April, 1989, all students in grades K-11 were tested in reading, mathematics and language with Form E of the California Achievement Test. In April, 1989 the Kindergarten level was added to the testing program and administered and scored with the other tests in grades

1 to 11. In April, 1990, Form E of the California Achievement Test was administered to all students in regular classes in grades Kindergarten through eleven.

One change inaugurated in the April, 1990, achievement testing will affect interpretation of achievement test scores for the foreseeable future. In grades 4, 6 and 8 the Test of Cognitive Skills, the school aptitude test, co-normed with the California Achievement Test, was administered in conjunction with the regular achievement test. This change was mandated by state law which required the establishment of an Achievement/Ability testing program which would provide data for the statewide evaluation of individual schools and school districts. The Achievement/Ability results will be presented in a separate report.

Rosters of students´ scores, grade level summaries of school test results, and content analysis data were sent to each school in early June. In past years it has been possible to produce individual student profiles which were available in time to be sent home with students prior to the end of the school year. The late testing date in 1990 made it impossible to score and return the parent profiles in this manner. The profiles were sent home with report cards in the secondary schools, but in grades 1-6, the parent profiles were delayed until fall as part of the reorganized test results provided for the upcoming school year.

The Indicators of Achievement Status

Percent At and Above Norm

The most commonly used method of reporting achievement test results is to give the percent of students in a school or school system who reach or exceed the "national norm." This is an implied standard of 50% since by definition half of the students in the norm group score above and below the middle score (median) for each grade. This percent figure is calculated by counting the number of students who equal or exceed the exact mid-point of the national norm distributions and dividing by the total number of students who took the test. Tables 1 through 6 in this report present achievement in this way.

There are a number of advantages to looking at the "percentage of students at and above norm" as a measure of school and system achievement. This manner of reporting test scores has been used in Cincinnati Public School Achievement Reports for almost 40 years and is familiar to teachers, parents and the general public. Achievement results throughout the country are commonly reported in this way which facilitates comparisons with other cities and states.

This method of reporting test results focuses attention entirely on the performance of students near the national median. It does not describe how far performance is away from "the norm." For example, small changes in reading performance can move large numbers of students from barely above average to slightly below average. Since the measure is based on counts of students above a single point (median), it is unaffected by the performance of students who score well above or below average.

Normal Curve Equivalents

Since 1982, in addition to reporting scores as "percent of students at and above norm," the achievement of the schools and the system has also been reported in Normal Curve Equivalents (NCE) scores. The Normal Curve Equivalent is a standard score similar to the stanine score which the system uses to report individual pupil test scores. NCE scores range from 1 to 99 with an average of 50 and a standard deviation of slightly over 21. The NCE is an equal interval score equal to exactly 1/11 of a stanine. This equal interval property allows the use of NCE's as a measure of achievement gain and loss.

The average NCE score is affected by all scores in the distribution in contrast to the "percent of students at and above norm" score which discounts the impact of scores which are well above or below average. System achievement in NCE´s is included in Tables 1, 2, and 3.

Data Included in This Report

This report contains the total reading, total mathematics and total language test results from the administration of the California Achievement Test, Form E, administered to students in grades 1-11 between April 16 and April 27, 1990. The tests were scored and reports generated by the publisher. Tables 1, 2 and 3 summarize the system data respectively on reading, mathematics and language in terms of percentage at and above norm, and in terms of average Normal Curve Equivalents. Table 4 presents the percentage of students scoring at and above norm in reading, mathematics and language for elementary schools, middle schools and senior high schools. Table 5 presents the percentage of students scoring at and above norm on the subtests of the Kindergarten test (CAT, Level 10) for all elementary schools. Table 6 compares the achievement levels of individual cohorts of students in 1988, 1989 and 1990 in terms of percent at and above norm. Table 7 provides system data on the proportion of students scoring in national norm categories defined as "above average," "average," and "below average" for 1988, 1989 and 1990.

RESULTS

Table 1. Percent of Students At and Above National Norm and Average NCE in Reading, by Grade, 1988, 1989 and 1990.

The percent of students scoring at and above norm in reading was 37.5% in grades 1-6, 36.6% in grades 7-8, and 42.9% in grades 9-11. In grades 1-11, 38.4% of the students scored at and above norm (See Table 1).

The system reading scores for 1988 and 1989 have been included for comparison purposes. In 1990, 4.3% fewer students scored at and above norm in grades 1-6, 1.5% fewer students scored at and above norm in grades 7-8, and 1.9% more students scored at and above norm in grades 9-11. The overall change in grades 1-11 from 1989 to 1990 was a 2.6% decline in the percentage of students reading at and above norm.

The results expressed as average Normal Curve Equivalents (NCE´s) show the same pattern. The average NCE was 44.0 in grades 1-6, 44.5 in grades 7-8, and 47.2 in grades 9-11. In grades 1-11, the average reading score was 44.7 NCE´s.

The system reading scores for 1988 and 1989 expressed in NCE´s also have been included for comparison purposes. In 1990 the average reading scores in grades 1-6 were 2.2 NCE´s lower than the previous year. In grades 7-8 the average reading scores were 0.2 NCE´s lower than the previous year, and in grades 9-11 the average NCE scores were 0.9 NCE´s higher than the previous year. The overall change in reading NCE´s in grades 1-11 from 1989 to 1990 was a decrease of 1.3 NCE´s.

Reading achievement declined in grades 1-8, remained unchanged in grade 9, and improved in grades 10 and 11. The primary grade drop was in contrast to the solid improvements in these grades made last year. With the exception of grade five, changes in the intermediate grades were small. The reading decline in grades seven and eight were not large but they reinforce similar declines registered last year. The substantial increases in reading achievement in grades 9-11 were even larger than those registered in 1989, and as a result, reading achievement in the high schools is now noticeably higher than that recorded in the elementary grades.

The word analysis test was administered at grades 1-3. The percentage of students scoring at and above norm on the word analysis subtest in grades 1-3 was 37.2%. This was a 5.3% decrease from the performance recorded in 1989.

(See Table 1a). The average NCE score for these grades was 44.5 NCE's, which was 3.2 NCE's lower than in 1989. Since it was removed from the total reading score in 1988, word analysis has moved from the strongest reading area to the weakest.

Table 2. Percent of Students At and Above National Norm and Average NCE in Mathematics, by Grade, 1988, 1989 and 1990.

The percent of students scoring at and above norm in mathemtics was 41.7% in grades 1-6, 34.1% in grades 7-8, and 36.9% in grades 9-11. In grades 1-11, 39.5% of the students scored at and above norm (See Table 2).

The system mathematics scores for 1988 and 1989 have been included for comparison purposes. In 1990, 3.6% fewer students scored at and above norm in grades 1-6, 2.4% fewer students scored at and above norm in grades 7-8, and 0.2% fewer students scored at and above norm in grades 9-11. The overall change in grades 1-11 from 1989 to 1990 was a 2.9% decrease in the percentage of students at and above norm.

The results expressed as average Normal Curve Equivalents (NCE's) show generally the same pattern. The average NCE score was 45.8 in grades 1-6, 43.6 in grades 7-8, and 45.4 in grades 9-11. In grades 1-11, the average NCE score was 45.4.

The system mathematics scores for 1988 and 1989 expressed in NCE's have also been included for comparison purposes. In 1990 the average mathematics scores in grades 1-6 were 2.0 NCE's lower than the previous year. In grades 7-8 the average scores were 1.1 NCE's lower than the previous year, and in grades 9-11 the average mathematics scores increased by 0.7 NCE's. In grades 1-11 the declines at the elementary level were somewhat offset by the increase in grades 9-11 and the average NCE score was 1.3 NCE's lower than in 1989.

The changes in mathematics scores were uniformly disappointing in grades 1 through 9. Overall, mathematics achievement declined despite the solid gains registered in grades 10 and 11. In contrast to the reduction in reading, mathematics achievement remains much higher at the elementary grades than in the middle or senior high school grades.

Table 3. Percent of Students At and Above National Norm and Average NCE in Language, by grade, 1988, 1989 and 1990.

The percent of students scoring at and above norm in language was 40.6% in grades 1-6, 37.5% in grades 7-8, and 36.9% in grades 9-11. In grades 1-11, 39.4% of the students scored at and above norm (See Table 3).

The system language scores for 1988 and 1989 have been included for comparison purposes. In 1990, 1.8% fewer students scored at and above norm in grades 1-6, 1.3% more students scored at and above norm in grades 7-8, and 1.0% more students scored at and above norm in grades 9-11. The overall change in grades 1-11 from 1989 to 1990 was a 0.8% decrease in the percentage of students at and above norm.

The results expressed as average Normal Curve Equivalents (NCE´s) show much the same pattern. The average NCE was 46.8 in grades 1-6, 44.9 in grades 7-8, and 44.9 in grades 9-11. In grades 1-11, the average language scores were 46.1 NCE´s.

The system language scores for 1988 and 1989 expressed in NCE´s have also been included for comparison purposes. In 1990 the average language scores in grades 1-6 were 0.7 NCE´s lower than the previous year. In grades 7-8 the average scores were 0.3 NCE´s higher than the previous year, and in grades 9-11 the average NCE scores were 0.7 NCE´s higher than the previous year. Overall, decline in language scores in grades 1-11 decreased from 1989 to 1990 by 0.3 NCE´s.

The pattern of language achievement changes was more complicated than in either reading or mathematics. Language achievement improved in grades 3, 4, 7, 8, 10, and 11. The only serious declines were recorded in grades 1, 2, and 5 which corresponded to the problem grades in reading. With the exception of grade 9, language achievement improved for the second consecutive year in all of the middle school and secondary school grades. In the three years since the system adopted the present achievement test, language achievement has improved steadily from a weak third to the point where it matches the mathematics performance level.

Table 4. Percent of Students At and Above National Norm, by School, 1989 and 1990.

In 1990, twelve elementary schools matched the national norm in reading (20%), a decrease of three elementary schools from the 1988-89 results (See Table 4). On the language test 14 elementary schools (23%) matched or exceeded the national norm, a decline of five from the 1988-89 results. On the mathematics tests 20 elementary schools (33%) matched or exceeded the national norm which was an increase of one school from the 1988-89 results. At the secondary level two schools (11%) matched or exceeded the national norm on the reading, language and mathematics tests. This represents no change from the 1988-89 results.

Table 5. Percent of Students At and Above National Norm, by School, on Kindergarten Tests (Level 10), 1989 and 1990.

During 1988, a committee of Kindergarten teachers, supervisors, principals, and other administrators reviewed several Kindergarten level tests for use in the Cincinnati Public Schools. The committee selected Level 10 of the California Achievement Test as a replacement for the Metropolitan Readiness Test which was previously administered.

In 1990, 40.2% of the Kindergarten students scored at and above the national norm on the total reading section compared to 41.7% in 1989. On the language expression subtest 40.5% of the Kindergarten students scored at and above norm compared to 41.9% in 1989. On the concepts and applications section, 43.0% of the Kindergarten students scored at and above norm compared to 52.6% in 1989. On the visual recognition test 50.4% of the students scored at and above norm compared to 49.6% in 1989, and on the sound recognition test, 48.5% of the students scored at and above norm compared to 47.2% in 1989 (See Table 5).

On the school by school results 20 schools scored at and above norm on total reading (33.9%), a decline of one school from 1989. Fourteen schools scored at and above norm on language expression (23.7%), a decline of five from 1989. Twenty-three schools scored at and above norm on mathematics concepts and applications (39.0%), a decline of 10 schools from 1989. On the two "Kindergarten only" tests 28 schools scored at and above norm on visual recognition (47.5%), a decrease of two schools and 26 schools scored at and above norm on sound recognition (44.1%), which is an increase of one school over 1989.

Very small declines in Kindergarten performance were registered on the total reading and language expression tests while modest improvements were recorded on visual and sound recognition.

A very significant drop occurred on the mathematics concepts and applications test where performance dropped from well above average to only slightly above the reading and language test levels.

Table 6. California Achievement Test Results, Individual Cohorts Achievement Changes, Grades 1-11, Percent of Students At and Above National Norm, Reading, Language and Mathematics, Cincinnati Public Schools, Spring 1988, 1989 and 1990.

Individual groups of students who enter school together and move through the grades (cohorts) differ from each other and these differences can contribute to misinterpretation of achievement changes at individual grades.

For example, a lower achieving cohort will cause a dip in achievement at successive grades as it moves through the system. In Table 6 the percents at and above norm for each successive cohort are listed on the same line to facilitate comparison across grade levels.

In general, the cohort comparisons support the conclusions drawn from grade level comparisons. In reading, there are cohort declines from grades 2 through 7 but the pattern switched to increases in grades 8 through 11. In mathematics, the cohorts in grades 10 and 11 showed increases, while in the remaining grades the cohorts registered declines. The language cohort increases were registered at grades 2, 3, 6, 7, 10, and 11 while the other grades declined.

Table 7. Percent of Students Grouped by National Norm As "Above Average," "Average," and "Below Average."

Students who score well above average and well below average have characteristics which require special attention if they are to achieve their potential. In the nation, the upper 23% of all students (Stanines 7-8-9) are capable of learning the regular curricula so efficiently that they may become bored unless challenged with more difficult material. The lower achieving 23% of all students (stanines 1-2-3) may need additional help in order to cover grade level material. The 54% of the students around average (stanines 4-5-6) are described as well-suited for learning typical grade level material.

In reading, in grades 1-11, 15% of the students scored in the upper stanines compared to 23% in the norm group, 54% scored in the average stanines compared to 54% in the norm group, and 31% scored in the lower stanines compared to 23% in the norm group (See Table 7). This represents a 1% decrease in the above average group, the average group, and a 2% increase in the below average group compared to last year's results.

In mathematics, in grades 1-11, 17% of the students scored in the above average stanines compared to 23% in the norm group, 50% scored in the average stanines compared to 54% in the norm group and 33% scored in the below average stanines compared to 23% in the norm group. Since last year the percentage of students in the upper stanines decreased by 2%, and the percentage of students in the average stanines decreased by 1%. The proportion of students in the below average stanines increased by 3%.

In language, in grades 1-11, 16% of the students scored in the above average stanines compared to 23% in the norm group, 55% scored in the average stanines compared to 54% in the norm group, and 29% scored in the below average stanines compared to 23% in the norm group. Since last year, the percentage of students in the upper stanines in language decreased by 1%, the percentage in the average stanines increased by 1%, and the percentage in the lower stanines did not change.

The analysis of the stanine group results shows that the percentage of above average students declined in all three content areas. At the same time, the percentage of students scoring in the lower three stanines increased in both reading and mathematics, but not on the language test. The stanine grouping results are far from uniform across grade levels (See Table 7). For example, the percentage of above average students in reading declined from 16% at grade 1 to 11% at grade 5, and then systemically increased to 24% at grade 11. In mathematics, the pattern is quite different where the percentage of above average students was lowest in grades 7-11, while the primary grades and grades 10 and 11 are much closer to the norm distribution. These patterns suggest that at least some of the variability in stanine group description could be traced to curricular effects.

SUMMARY

Achievement in reading, mathematics and language declined over the corresponding scores recorded during the 1989 administration of the California Achievement Test, Form E. The language subtest was least affected by this pattern of declines and except for the declines in grades 1, 2, 5 and 9 would have registered a net gain from the previous year. Two patterns remain constant across all three content areas. Relatively large drops in achievement in grades 1 and 2 are weighed against consistent improvements in grades 10 and 11. The sustained improvements in language at the middle schools and senior high schools helped offset the decreases in the lower grades, and language achievement has risen in two years from lowest of the three content areas to a point where it matches mathematics achievement.

Approved:

Bernard M. Barbadora, Ph.D., Director
Planning, Research & Evaluation

Table 1. Reading. Percent of Students At and Above Norm and Average NCE By Grade, 1988, 1989 and 1990.

Grade	1988 % At & Above	1989 % At & Above	1990 % At & Above	1988 Avg. NCE	1989 Avg. NCE	1990 Avg. NCE
1	45.2	44.8	38.0	44.8	44.8	40.8
2	41.4	44.9	35.3	46.0	47.8	43.5
3	40.9	45.6	43.9	46.5	48.5	47.7
4	39.2	37.3	36.1	46.2	45.3	44.8
5	37.8	38.9	35.3	45.6	45.4	43.9
6	35.8	36.5	36.1	44.8	45.2	44.1
Total 1-6	**40.5**	**41.8**	**37.5**	**45.7**	**46.2**	**44.0**
No. Tested 1-6	23308	23531	23706	23308	23531	23706
7	37.0	36.4	35.6	44.2	43.9	44.0
8	41.0	39.9	37.6	46.2	45.5	45.0
Total 7-8	**38.9**	**38.1**	**36.6**	**45.2**	**44.7**	**44.5**
No. Tested 7-8	6251	5944	6121	6251	5944	6121
9	34.5	37.2	37.2	43.3	44.6	44.4
10	39.4	44.5	45.8	44.9	47.4	48.4
11	43.2	42.4	49.1	47.9	47.7	50.5
Total 9-11	**38.6**	**41.0**	**42.9**	**45.2**	**46.3**	**47.2**
No. Tested 9-11	7788	6737	6867	7788	6737	6867
Total 1-11	**39.8**	**41.0**	**38.4**	**45.5**	**46.0**	**44.7**
No. Tested 1-11	37347	36212	36694	37347	36212	36694

PR&E/6/27/90

Table 1a. Word Analysis. Percent of Students At and Above Norm and Average NCE By Grade, 1988, 1989 and 1990.

Grade	1988 % At and Above	1989 % At and Above	1990 % At and Above	1988 Avg. NCE	1989 Avg. NCE	1990 Avg. NCE
1	48.0	38.6	34.4	50.0	46.0	42.8
2	45.6	44.8	33.7	48.7	48.6	43.4
3	44.2	44.8	44.4	48.7	48.9	47.7
Total 1-3	**46.1**	**42.5**	**37.2**	**49.2**	**47.7**	**44.5**
No. Tested 1-3	13313	13167	12940	13313	13167	12940

PR&E/7/23/90

Table 2. Mathematics. Percent of Students At and Above Norm and Average NCE By Grade, 1988, 1989 and 1990.

Grade	1988 % At & Above	1989 % At & Above	1990 % At & Above	1988 Avg. NCE	1989 Avg. NCE	1990 Avg. NCE
1	46.4	45.3	42.0	47.3	46.4	44.9
2	46.1	47.2	43.2	47.3	47.8	44.8
3	46.9	46.7	42.0	49.0	49.2	46.5
4	47.0	44.0	39.9	49.5	47.5	45.5
5	44.3	42.6	38.9	47.6	46.6	45.2
6	47.6	45.4	44.0	49.8	49.7	48.7
Total 1-6	**46.4**	**45.3**	**41.7**	**48.3**	**47.8**	**45.8**
No. Tested 1-6	23344	23562	23740	23344	23562	23740
7	38.6	38.2	36.0	45.1	45.3	44.6
8	36.9	34.8	32.1	44.2	44.0	42.5
Total 7-8	**37.8**	**36.5**	**34.1**	**44.7**	**44.7**	**43.6**
No. Tested 7-8	6300	5926	6121	6300	5926	6120
9	27.5	32.5	28.8	40.5	42.3	41.7
10	35.0	38.6	41.0	43.6	45.7	47.2
11	39.8	42.1	45.7	46.2	47.4	49.3
Total 9-11	**33.5**	**37.1**	**36.9**	**43.2**	**44.7**	**45.4**
No. Tested 9-11	7579	6530	6665	7579	6530	6665
Total 1-11	**42.3**	**42.4**	**39.5**	**46.7**	**46.7**	**45.4**
No. Tested 1-11	37223	36018	36526	37223	36018	36525

PR&E/6/27/90

Table 3. Language. Percent of Students At and Above Norm and Average NCE By Grade, 1988, 1989, 1990.

Grade	1988 % At & Above	1989 % At & Above	1990 % At & Above	1988 Avg. NCE	1989 Avg. NCE	1990 Avg. NCE
1**	40.1	40.7	36.9	47.9	47.8	45.9
2	42.4	48.6	43.3	46.7	50.0	47.4
3	40.7	47.3	47.7	47.2	49.5	50.4
4	39.2	38.1	38.5	45.6	45.4	45.5
5	35.5	39.5	37.2	44.4	45.7	45.2
6	37.6	38.7	39.8	44.9	45.6	46.1
Total 1-6	**39.5**	**42.4**	**40.6**	**46.3**	**47.5**	**46.8**
No. Tested 1-6	23245	23521	23650	23245	23521	23650
7	35.3	36.9	39.2	43.9	45.1	45.7
8	35.0	35.5	35.7	43.5	44.1	44.0
Total 7-8	**35.1**	**36.2**	**37.5**	**43.7**	**44.6**	**44.9**
No. Tested 7-8	6203	5934	6112	6203	5934	6112
9	28.2	34.2	32.8	40.4	43.2	43.0
10	28.7	37.0	40.0	41.6	45.3	46.3
11	33.6	37.2	39.8	43.5	44.5	46.5
Total 9-11	**30.0**	**35.9**	**36.9**	**41.7**	**44.2**	**44.9**
No. Tested 9-11	7818	6649	6778	7818	6649	6778
Total 1-11	**36.8**	**40.2**	**39.4**	**44.9**	**46.4**	**46.1**
No. Tested 1-11	37266	36104	36540	37266	36104	36540

**Language Expression is the only language test offered at grade 1; remaining grades (2-11) include both Language Expression and Language Mechanics.

PR&E/6/27/90

Table 4. California Achievement Tests, Percent of Students At and Above National Norm By School, Spring, 1989 and 1990, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm	
	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990
Elementary												
Anderson Pl.	563	573	40.9	36.0	565	572	40.2	39.5	557	564	47.4	41.0
Bond Hill	364	358	34.6	29.9	364	339	31.9	28.0	367	359	33.8	29.5
Bramble	293	286	48.8	44.8	291	287	46.7	46.0	292	286	44.5	46.2
Burton	409	429	25.9	25.9	409	427	26.9	34.0	408	425	31.9	35.3
CAPE Primary	390	405	42.1	36.5	391	406	50.1	46.6	388	406	53.9	48.3
Carson	291	268	45.7	43.7	292	268	53.1	42.9	289	265	49.8	50.9
Carthage	293	303	44.4	38.3	294	303	50.0	44.2	291	304	56.4	44.4
CBA/AWL/Sawyer	615	722	58.5	58.0	615	724	58.7	60.4	667	777	58.6	53.5
Cent. Fairmount	501	518	34.5	29.2	502	517	37.5	32.5	499	517	43.3	40.4
Chase	784	802	27.6	21.6	785	803	24.3	22.4	785	805	27.0	22.5
Cheviot	315	285	43.2	36.1	315	284	39.4	35.6	315	284	54.6	51.8
Clifton	468	426	50.4	43.9	471	426	48.0	43.9	490	453	48.2	44.8
College Hill	374	376	48.4	48.7	374	376	47.9	48.9	373	376	52.5	53.5
Covedale	471	468	60.7	59.0	469	467	65.9	63.8	469	469	69.1	64.0
Douglass	474	489	34.0	22.7	472	466	31.4	24.7	473	491	35.3	21.0
Eastern Hills	568	581	30.5	28.4	568	579	27.8	24.9	568	582	29.8	29.6
Fairview	456	465	73.7	66.2	456	467	71.5	68.1	455	465	71.0	69.0
Hartwell	422	418	49.5	48.3	424	416	51.9	54.3	420	416	49.5	50.2
Hays	276	332	19.6	13.9	275	332	17.8	13.9	277	329	21.7	29.8
Heberle	563	631	23.1	15.2	538	620	23.0	18.1	571	624	27.3	21.3
Heinold	411	361	21.7	18.3	409	363	18.3	15.4	407	364	26.0	23.4
Hoffman	275	261	33.5	42.1	273	262	36.3	46.2	271	263	42.8	59.7
Hyde Park	276	252	41.7	38.1	276	251	42.8	39.4	273	251	48.0	40.6
Kilgour	343	342	66.5	65.8	342	341	68.4	68.6	342	343	68.1	70.8
Kirby Road	374	335	35.6	20.9	374	334	32.9	22.2	373	335	35.7	23.3
Linwood	239	237	49.8	47.3	242	237	54.5	55.3	244	237	54.9	48.9
Losantiville	244	261	61.5	51.7	246	261	65.9	62.5	245	262	70.6	59.9
McKinley	198	190	19.7	20.0	200	191	21.0	17.3	199	190	27.1	24.7
Midway	424	431	51.2	50.3	424	432	60.8	59.0	424	432	63.0	55.3
Millvale	217	204	15.2	26.7	218	203	10.1	32.0	217	200	20.3	35.0

Table 4. California Achievement Tests, Percent of Students At and Above National Norm By School, Spring, 1989 and 1990, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm	
	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990
Elementary												
Mt. Airy	485	542	42.9	31.7	483	539	43.5	35.8	484	542	46.7	31.5
Mt. Washington	445	473	56.2	51.2	444	471	54.7	56.9	444	469	53.6	47.5
No. Avondale	421	426	68.9	69.7	421	426	69.4	69.7	418	427	70.1	66.5
No. Fairmount	314	343	30.6	19.0	314	348	28.7	24.1	311	348	27.7	15.5
Oyler	403	335	19.4	11.9	404	335	19.1	13.7	406	332	26.4	15.7
Parham	358	390	31.3	27.2	360	383	31.9	26.6	363	387	30.0	29.7
Pleasant Hill	509	551	45.4	37.9	508	552	48.8	41.3	510	552	44.1	39.9
Pleasant Ridge	494	461	46.8	43.4	492	462	44.9	44.2	492	460	43.5	36.5
Quebec Heights	463	483	33.3	40.0	464	482	33.8	44.0	462	483	45.5	51.3
Roberts	633	625	29.5	30.6	631	625	28.8	33.4	631	627	34.4	29.0
Rockdale	487	458	33.3	19.7	489	458	35.4	27.7	490	457	32.9	28.0
Roll Hill	355	354	39.4	36.7	353	354	41.1	39.5	354	354	42.4	44.4
Roosevelt	325	370	20.3	16.8	322	372	18.0	18.3	320	372	35.0	31.2
Roselawn/Condon	601	585	63.7	63.9	597	585	68.0	66.3	596	584	66.4	62.8
Rothenberg	332	375	12.7	14.7	332	375	14.8	11.7	328	374	20.4	17.9
Sands	532	534	68.8	66.1	541	533	66.0	66.6	543	535	69.1	69.3
Sayler Park	419	437	50.8	42.1	419	438	50.1	43.2	418	440	56.2	51.8
Schiel-Primary/ Arts Enrichment	273	265	60.4	55.8	273	264	63.4	60.2	273	262	54.9	50.4
Silverton	393	431	49.9	40.1	395	429	47.1	42.9	395	430	58.2	47.4
South Avondale	311	311	33.4	27.0	310	311	36.8	32.8	309	312	35.3	28.8
Swifton	298	272	45.6	33.5	298	271	42.6	36.5	298	271	47.0	41.0
Taft Elementary	302	323	40.1	30.7	304	323	41.8	37.8	301	323	36.2	34.7
Vine	212	222	31.1	28.4	210	224	28.6	29.9	207	224	37.2	29.0
Washburn	375	350	39.2	41.7	377	350	51.5	49.1	371	344	46.4	55.5
Washington Park	404	312	24.3	18.6	402	312	22.1	20.8	400	312	22.0	16.0
Westwood	516	559	51.6	44.9	519	558	48.9	49.5	518	555	48.8	51.9
Whittier	535	458	34.2	27.5	534	459	36.0	28.8	530	450	37.7	25.6
Windsor	274	290	34.7	29.3	275	290	34.9	28.6	275	292	45.5	30.5
Winton Place	367	334	18.3	15.3	371	333	17.3	19.8	372	333	26.3	25.5
Woodford	286	295	70.3	62.0	287	295	76.0	70.5	286	293	76.6	64.8

Table 4. California Achievement Tests, Percent of Students At and Above National Norm By School, Spring, 1989 and 1990, Cincinnati Public Schools.

	READING				LANGUAGE				MATHEMATICS			
	Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm		Number of Pupils Tested		% At & Above Nat'l. Norm	
	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990
Junior/Middle												
Bloom	263	250	17.1	17.2	267	249	10.9	18.5	246	249	17.9	15.7
Crest Hills	341	299	17.3	17.4	335	292	16.7	26.7	338	293	19.2	24.2
Dater	668	730	43.0	39.2	671	734	47.5	45.4	657	726	43.8	36.9
Gamble	488	455	30.7	23.1	488	467	27.5	23.3	490	466	23.5	24.9
Merry	359	368	16.4	9.2	339	360	12.1	8.3	350	348	15.1	6.3
Peoples	554	473	25.3	19.7	562	481	21.5	19.3	550	477	18.2	14.0
Porter	307	342	13.4	15.5	302	339	18.9	18.0	305	338	20.7	10.4
Schwab	535	535	26.9	20.6	532	532	23.1	17.3	541	539	16.1	13.0
Shroder	419	494	40.8	40.7	415	483	34.0	37.3	412	484	38.3	36.0
Senior												
Aiken	692	762	27.6	24.9	718	713	17.3	17.5	725	749	18.5	17.5
CAPE	685	669	18.4	20.2	682	671	17.4	20.3	673	668	20.7	22.0
Hughes	636	541	20.8	39.0	624	536	15.2	29.5	588	536	16.8	27.4
Peter H. Clark Acad.	83	119	16.9	17.6	71	117	9.9	8.5	78	103	7.7	6.8
SCPA	985	975	71.3	71.8	979	976	67.2	69.0	982	977	71.5	69.6
Taft	397	529	12.8	19.1	374	531	13.1	16.6	362	503	14.1	16.7
Walnut Hills	1570	1684	97.1	95.8	1597	1710	94.7	94.9	1595	1724	93.5	91.2
Western Hills	1306	1145	36.3	39.4	1299	1150	32.7	33.5	1261	1076	31.5	33.0
Withrow	999	1139	32.4	33.8	960	1102	24.0	25.9	955	1114	22.4	26.4
Woodward/Camas	912	964	29.3	29.5	886	936	21.0	21.9	856	889	31.9	24.5

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Table 5. California Achievement Tests, Level 10 Kindergarten, Percent of Students At and Above National Norm, By School, Spring, 1989 and 1990, Cincinnati Public Schools.

	TOTAL READING				LANGUAGE EXPRESSION				MATHEMATICS CONCEPTS AND APPLICATIONS				VISUAL RECOGNITION				SOUND RECOGNITION			
	Number Of Pupils Tested		% At & Above National Norm		Number Of Pupils Tested		% At & Above National Norm		Number Of Pupils Tested		% At & Above National Norm		Number Of Pupils Tested		% At & Above National Norm		Number Of Pupils Tested		% At & Above National Norm	
	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990
All Schools	4402	4464	41.7	40.2	4400	4470	41.9	40.5	4395	4477	52.6	43.0	4418	4468	49.6	50.4	4414	4462	47.2	48.5
Anderson Pl.	77	61	32.5	32.8	77	64	46.8	39.1	76	63	48.7	28.6	76	63	51.3	39.7	77	63	58.4	39.7
Bond Hill	46	36	17.4	11.1	46	36	10.9	30.6	46	36	30.4	11.1	47	36	23.4	36.1	47	36	8.5	13.9
Bramble	68	49	54.5	36.7	68	49	39.7	34.7	68	49	57.4	40.8	69	49	53.6	53.1	69	49	44.9	42.9
Burton	59	59	32.2	16.9	59	59	20.3	32.2	57	59	33.3	23.7	59	59	30.5	32.2	60	59	20.0	32.2
CAPE Pri.	71	78	45.0	50.0	71	77	46.5	41.6	71	78	71.8	55.1	71	78	69.0	66.7	71	78	66.2	61.5
Carson	62	66	58.0	51.5	63	68	49.2	47.1	63	67	45.5	43.3	63	68	65.1	51.5	63	67	66.7	67.2
Carthage	89	72	30.3	34.7	89	72	43.8	50.0	89	72	50.6	47.2	89	72	57.3	62.5	89	72	42.7	50.0
CBA/Sawyer	58	85	51.7	60.0	58	85	55.1	63.5	59	95	76.3	69.5	58	85	88.0	81.2	58	85	81.0	77.6
C. Fairmount	63	65	28.6	23.1	63	65	34.9	24.6	63	65	46.0	24.6	63	65	39.7	43.1	63	65	39.7	26.2
Cheviot	100	106	60.0	52.8	100	106	53.0	59.4	100	106	68.0	54.7	100	106	54.0	54.7	100	106	47.0	56.6
Clifton	58	64	63.8	48.4	58	64	55.1	34.4	58	71	69.0	50.7	58	64	60.3	43.8	58	64	55.2	45.3
College Hill	99	93	51.5	50.5	99	93	57.6	50.5	97	93	61.9	51.6	99	93	59.6	72.0	97	93	68.0	68.8
Covedale	79	102	79.7	72.5	79	101	62.0	66.3	79	101	93.7	72.3	79	102	69.6	74.5	79	102	89.9	74.5
Douglass	91	78	35.1	30.8	90	77	14.4	22.1	90	77	36.7	28.6	90	78	38.9	35.9	91	78	36.3	46.2
East. Hills	60	55	43.3	45.5	60	55	36.7	34.5	60	55	66.7	36.4	60	55	33.3	36.4	60	55	40.0	36.4
Fairview	108	109	54.6	59.6	108	109	54.6	48.6	108	109	57.4	68.8	108	108	51.9	67.6	108	109	59.3	73.4
Hartwell	80	68	40.0	55.9	80	68	51.3	42.6	80	68	58.8	39.7	80	68	58.8	47.1	80	68	27.5	50.0
Hays	76	72	21.0	25.0	76	70	26.3	28.6	76	70	34.2	28.6	76	69	32.9	26.1	76	69	30.3	58.0
Heberle	104	106	28.8	24.5	104	108	34.6	22.2	104	104	44.2	26.0	105	106	42.0	37.7	105	108	25.7	20.4
Heinold	54	53	18.5	24.5	54	53	14.8	9.4	54	53	29.6	39.6	54	53	59.3	43.4	54	53	29.6	28.3
Hoffman	56	47	37.5	40.4	56	47	33.9	48.9	54	46	50.0	63.0	56	47	55.4	59.6	55	47	45.5	53.2
Hyde Park	33	28	66.7	53.6	33	28	60.6	46.4	33	28	66.7	50.0	33	28	42.4	42.9	33	28	54.5	75.0
Kilgour	76	69	56.6	68.1	76	69	63.2	62.3	76	69	67.1	69.6	76	69	72.4	82.6	76	69	61.8	73.9
Kirby Road	185	181	27.0	30.4	185	181	36.2	39.8	185	181	43.8	37.0	186	181	52.7	53.6	186	181	46.8	51.9
Linwood	51	48	41.1	16.7	51	48	58.8	35.4	51	48	60.8	41.7	51	48	74.5	60.4	51	48	60.8	39.6
Losantiville	29	52	48.2	53.8	29	52	41.4	48.1	29	52	75.9	59.6	29	52	75.9	63.5	29	52	62.1	46.2
McKinley	36	31	30.6	22.6	36	31	30.6	35.5	36	31	13.9	16.1	36	31	13.9	29.0	36	31	11.1	22.6
Midway	100	101	69.0	54.5	100	101	54.0	49.5	100	101	66.0	48.5	100	101	61.0	52.5	100	101	51.0	37.6
Millvale	71	78	5.6	16.7	71	79	26.8	26.6	70	79	11.4	17.7	72	75	16.7	29.3	66	77	24.2	28.6
Mt. Airy	120	115	45.0	34.8	120	115	44.2	29.6	120	115	54.2	44.3	119	116	47.9	52.6	120	116	63.3	45.7

Table 5. California Achievement Tests, Level 10 Kindergarten, Percent of Students At and Above National Norm, By School, Spring, 1989 and 1990, Cincinnati Public Schools.

	TOTAL READING				LANGUAGE EXPRESSION				MATHEMATICS CONCEPTS AND APPLICATIONS				VISUAL RECOGNITION				SOUND RECOGNITION			
	Number Of Pupils Tested		% At & Above National Norm		Number Of Pupils Tested		% At & Above National Norm		Number Of Pupils Tested		% At & Above National Norm		Number Of Pupils Tested		% At & Above National Norm		Number Of Pupils Tested		% At & Above National Norm	
	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990	1989	1990
nt nington	113	106	49.6	42.5	113	106	65.5	55.7	113	106	63.8	41.5	114	105	50.0	47.6	114	106	58.8	44.3
Avondale	69	67	63.8	61.2	69	67	55.1	62.7	69	67	69.6	59.7	69	67	81.2	85.1	69	67	78.2	85.1
Fairmount	51	61	19.6	19.7	51	61	29.4	24.6	51	61	13.7	21.3	51	61	23.5	29.5	51	61	39.2	13.1
er	146	63	24.7	28.6	148	63	35.8	38.1	150	63	36.0	39.7	150	63	34.7	30.2	150	63	25.3	34.9
ham	54	54	13.0	29.6	54	54	29.6	22.2	54	53	20.4	28.3	54	54	37.0	31.5	54	54	11.1	44.4
asant Hl.	81	67	45.7	35.8	81	67	35.8	29.9	81	67	48.1	20.9	81	67	42.0	40.3	81	67	49.4	50.7
asant Rdg.	94	86	38.3	44.2	94	86	40.4	51.2	94	86	62.8	55.8	96	86	55.2	60.5	96	86	61.5	73.3
bec Hgts.	91	71	50.5	45.1	91	71	49.5	33.8	91	71	60.4	53.5	92	71	43.5	66.2	92	71	43.5	49.3
erts	88	95	30.7	57.9	88	94	38.6	47.9	89	95	51.7	51.6	89	95	48.3	73.7	89	95	59.6	82.1
kdale	63	93	22.2	31.2	63	93	22.2	31.2	63	93	39.7	35.5	63	93	30.2	33.3	63	93	42.9	60.2
l Hill	70	65	38.6	38.5	69	65	42.0	36.9	69	65	60.9	30.8	70	65	61.4	58.5	70	65	35.7	44.6
sevelt	28	46	10.7	28.3	29	45	27.6	26.7	28	45	50.0	57.8	28	46	17.9	23.9	28	45	25.0	62.2
elawn/Con.	38	36	63.2	30.6	38	36	52.6	41.7	38	36	52.6	33.3	38	36	57.9	44.4	38	36	44.7	38.9
henberg	65	82	26.2	3.7	65	83	24.6	13.3	65	82	35.4	11.0	65	82	30.8	11.0	65	74	12.3	5.4
ds	93	96	63.4	65.6	93	96	66.6	66.7	93	96	80.6	63.5	93	97	76.3	85.6	93	97	84.9	86.6
ler Park	90	81	52.2	55.6	90	81	53.3	50.6	90	81	60.0	65.4	90	81	53.3	55.6	90	81	32.2	46.9
iel Pri.	92	94	54.3	62.8	92	93	53.2	66.7	92	92	73.9	55.4	92	94	47.8	58.5	92	94	67.4	60.6
verton	75	70	54.7	54.3	75	70	40.0	55.7	75	70	62.7	65.7	75	70	61.3	77.1	75	70	58.7	62.9
Avondale	54	53	37.0	32.1	54	53	29.6	20.8	54	53	35.2	37.7	54	53	48.1	47.2	54	53	51.9	30.2
fton	64	56	21.9	48.2	64	55	23.4	36.4	64	55	37.5	56.4	64	55	46.9	49.1	64	55	43.8	74.5
t Elem.	53	88	39.6	10.2	51	88	21.6	26.1	51	88	43.1	28.4	53	87	45.3	42.5	53	87	32.1	19.5
e	47	32	8.5	9.4	46	33	28.3	27.3	46	33	23.9	30.3	46	33	17.4	36.4	47	33	17.0	30.3
hburn	66	78	16.7	24.4	68	79	17.6	21.5	68	77	22.1	9.1	68	80	47.1	17.5	68	78	22.1	25.6
hington k	77	82	31.2	20.7	76	81	30.2	28.4	76	81	46.1	25.9	78	82	23.1	30.5	78	81	38.5	34.6
twood	144	134	64.6	61.9	144	133	54.9	48.1	144	133	56.3	50.4	144	134	52.1	52.2	144	134	54.2	36.6
ttier	—	102	—	26.5	—	102	—	35.3	—	102	—	28.4	—	102	—	33.3	—	102	—	25.5
dsor	51	48	58.8	33.3	51	48	31.4	33.3	51	48	60.8	35.4	50	46	60.0	56.5	50	48	74.0	58.3
ton Pl.	102	122	24.5	18.9	100	129	18.0	19.4	101	128	31.7	25.0	105	129	22.0	24.8	105	128	21.0	7.0
dford	84	109	66.7	59.6	84	108	72.6	61.1	83	109	83.1	63.3	84	109	77.4	69.7	84	109	65.5	77.1

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Table 6. California Achievement Test Results, Individual Cohorts, Achievement Changes, Grades 1-11, Percent of Students At and Above National Norm, Reading, Language and Mathematics, Cincinnati Public Schools, Spring, 1988, 1989 and 1990.

Grade Cohort			READING				LANGUAGE				MATHEMATICS			
			% At and Above National Norm			Cumu- lative Change In %	% At and Above National Norm			Cumu- lative Change In %	% At and Above National Norm			Cumu- lative Change In %
88	89	90	88	89	90		88	89	90		88	89	90	
		1			38				37				42	
	1	2		45	35	-10		41	43	+ 2		45	43	- 2
1	2	3	45	45	44	- 1	40	49	48	+ 8	46	47	42	- 4
2	3	4	41	46	36	- 5	42	47	39	- 3	46	47	40	- 6
3	4	5	41	37	35	- 6	41	38	37	- 4	47	44	39	- 8
4	5	6	39	39	36	- 3	39	40	40	+ 1	47	43	44	- 3
5	6	7	38	37	36	- 2	36	39	39	+ 3	44	45	36	- 8
6	7	8	36	36	38	+ 2	38	37	36	- 2	48	38	32	-16
7	8	9	37	40	37	0	35	36	33	- 2	39	35	29	-10
8	9	10	41	37	46	+ 5	35	34	40	+ 5	37	33	41	+ 4
9	10	11	35	45	49	+14	28	37	40	+12	28	39	46	+18

PR&E/7/27/90

Table 7. Percent of Students Scores Grouped By National Norm As "Above Average," "Average," and "Below Average," Cincinnati Public Schools, 1988-1990.

READING

	Year	Nat'l. Norm	GRADE 1	2	3	4	5	6	7	8	9	10	11	Total 1-11
Above Average	1990	23%	16%	14%	16%	13%	11%	13%	14%	15%	15%	22%	24%	15%
	1989	23	19	18	18	13	13	14	12	15	16	21	21	16
	1988	23	20	15	15	14	13	13	12	17	13	17	21	15
Average	1990	54	45	53	61	58	58	55	54	54	53	52	53	54
	1989	54	48	57	59	58	60	56	57	55	52	50	52	55
	1988	54	47	57	59	60	60	58	58	55	52	50	52	55
Below Average	1990	23	40	33	23	29	31	32	32	31	32	27	23	31
	1989	23	33	25	22	29	28	30	31	30	33	30	28	29
	1988	23	34	28	26	26	27	29	30	29	36	33	28	30

MATHEMATICS

	Year	Nat'l. Norm	GRADE 1	2	3	4	5	6	7	8	9	10	11	Total 1-11
Above Average	1990	23%	21%	20%	19%	17%	15%	19%	13%	13%	11%	19%	22%	17%
	1989	23	21	22	23	18	17	20	14	15	13	18	21	19
	1988	23	22	22	22	20	17	20	13	15	10	14	19	18
Average	1990	54	44	46	50	50	53	58	55	49	50	53	51	50
	1989	54	46	48	50	56	54	58	56	51	48	50	47	51
	1988	54	48	48	52	57	57	57	57	50	48	50	49	52
Below Average	1990	23	36	34	31	33	32	24	32	38	40	28	26	33
	1989	23	33	30	27	26	29	22	30	35	39	32	32	30
	1988	23	31	31	27	23	27	23	30	36	42	36	32	30

LANGUAGE

	Year	Nat'l. Norm	GRADE 1	2	3	4	5	6	7	8	9	10	11	Total 1-11
Above Average	1990	23%	16%	19%	22%	16%	16%	15%	14%	13%	12%	15%	17%	16%
	1989	23	20	24	21	14	16	15	14	14	12	14	16	17
	1988	23	20	19	18	15	14	13	11	13	10	11	14	15
Average	1990	54	54	52	55	53	53	57	58	54	54	58	55	55
	1989	54	55	53	54	57	54	56	56	52	54	56	50	54
	1988	54	55	52	54	58	54	58	57	53	50	52	51	54
Below Average	1990	23	30	29	23	31	32	29	29	33	34	27	29	29
	1989	23	26	24	25	29	31	29	30	34	34	30	35	29
	1988	23	25	29	28	28	33	30	32	34	40	38	35	31